Grand Canyon University
Academic Catalog
2012-2013

Fall 2012 Edition

2012-2013 – v 2.0

Version Overview

2012-2013 Fall (Version 2.0)

The following is a record of the major changes made to the Grand Canyon University Academic Catalog from the Summer 2012-2013 (v.1.1) version to the Fall 2012-2013 (v.2.0) version This is not a comprehensive itemization of all of the changes made in this revision cycle, but rather an overview of the more significant updates incorporated into the current version of the catalog.

College Changes

- The College of Nursing was renamed the College of Nursing and Health Professions and acquired several programs from the College of Arts and Sciences and the Ken Blanchard College of Business.
- The College of Christian Studies was renamed the College of Theology.

Programs/Minors Added

- Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry
- Doctor of Education in Organizational Leadership with an Emphasis in Special Education
- Doctor of Philosophy in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology
- Doctor of Philosophy in General Psychology with an Emphasis in Performance Psychology
- Bridge to the Doctor of Business Administration

Programs/Minors Moved

- The Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care program was moved from the College of Arts and Sciences to the College of Nursing and Health Professions.
- The Bachelor of Science in Athletic Training program was moved from the College of Arts and Sciences to the College of Nursing and Health Professions.
- The Bachelor of Science in Health Care Administration program was moved from the Ken Blanchard College of Business to the College of Nursing and Health Professions.
- The Master of Science in Health Care Administration program was moved from the Ken Blanchard College of Business to the College of Nursing and Health Professions.
- The Master of Science in Health Care Informatics program was moved from the Ken Blanchard College of Business to the College of Nursing and Health Professions.
- The Master of Public Health program was moved from the College of Arts and Sciences to the College of Nursing and Health Professions.

Programs/Minors Revised

- The Bachelor of Science in Christian Studies programs (all three emphases) were resequenced, switching BIB-355 and MIN-350.
- In the Minor in Entrepreneurial Studies, ENT-410 replaced MGT-410.
- The Bachelor of Science in Exercise Science with an Emphasis in Health Education and Bachelor of Science in Exercise Science with an Emphasis in Physical Education programs were revised with resequencing of courses and the addition and removal of courses.
- The Bachelor of Science in Athletic Training program was revised.
- Elementary Education programs eliminated K-8 language in program titles and descriptions.
- A minor resequencing of the Master of Public Administration program included a switch out of HCA-525 with HCA-515.
- Substantially revised version of the Bachelor of Science in Forensic Science program was added for implementation Spring 2013.
- Completely revised version of the Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse program was added for implementation Spring 2013.

Other Changes

- Added courses ESL-434, ESL-534, HLT-411, SCI-103, UNV-108, and PCN-662B.
- Added MBE, MIE, and MWE Private Applied Instruction Secondary course series.
- Added series of PCN-660E-L Practicum/Internship extension courses.
- Added MSE Private Applied Instruction major and Secondary course series.
- Added prerequisites to PCN 520 (PCN-500 and PCN-505) and PCN-306 (PCN-303).

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- Revised course descriptions for MAT-110 and MAT-134.
- Deleted previously retired courses.
- Updated Washington state authorizations language.
- Added Kansas state authorization.
- Updated University Administration and Faculty sections, including the addition of online faculty.

The University reserves the right to make changes of any nature to the calendar, admission, degree requirements, fees, regulations, course offerings, programs, or academic schedules whenever they are deemed necessary or desirable, including changes or modification of course content, class scheduling, offering patterns, canceling of scheduled classes, or other academic activities.

The Grand Canyon University Academic Catalog does not establish a contractual relationship; rather, it sets forth academic and other requirements that students must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide students with respect to the requirements, students ultimately bear the responsibility of following the requirements.

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Contact Information

General Contact Information

Website

www.gcu.edu

Main Switchboard

Phone: 602-639-7500
Toll-free: 800-800-9776

Mailing Address

Grand Canyon University
P.O. Box 11097
Phoenix, AZ 85061-1097

Street Address

Grand Canyon University
3300 West Camelback Road
Phoenix, AZ 85017-3030

Student Contacts

Academic Counselors

Responsibility: Assists students with planning and maintaining their program of study. Students should have the extension number of a personal academic advisor.
Phone: 800-800-9776

Enrollment Counselors

Responsibility: Assists students with their initial enrollment into a program of study.
Phone: 800-800-9776

Finance Counselors

Responsibility: Assists students with planning financial resources needed to fund their education. Students should have the extension number of a personal finance counselor.
Phone: 800-800-9776

Technical Support

Responsibility: Assists students with technical issues regarding the University systems.
Phone: 877-428-8447

Library

Responsibility: Provides access to and assistance with quality research materials, including creating effective search strategies for research topics, basic database navigation, using resource tools, personalized database accounts, RSS feeds, search alerts, APA formatting, persistent links, and more.
Phone: 602-639-6641
Toll-free: 800-800-9776 ext. 6396641
Website: http://library.gcu.edu
Ask A Librarian: http://library.gcu.edu/AskALibrarian
Webinars/Workshops: http://www.gcu.edu/Student-Life/Library/Webinar-Sign-Up.php

Office of Academic Records

Responsibility: Tracks student progress to degree completion, evaluates transcripts, and admits students to the University.
Phone: 800-800-9776
E-mail: academicrecords@gcu.edu

Center for International Education

Responsibility: Assists international students with admissions and program completion.
Phone: 602-639-6351
International: 001-602-639-6351
Fax: 602-589-2445

Center for Learning and Advancement

Responsibility: Provides learning resources for students through free face-to-face and online tutoring in writing, math (algebra, trigonometry, calculus), accounting, finance, statistics, and APA, as well as workshops in test-taking techniques, reading strategies, time management, study skills, and note-taking techniques.
Phone: 602-639-8901
E-mail: centerforlearning@gcu.edu

Canyon Health and Wellness Center

Responsibility: Assists campus students with health needs.
Phone: 602-639-6215
Fax: 602-639-7830

Career Services

Responsibility: Provides career preparation for students. Located in Prescott Hall.
Phone: 602-639-6606
E-mail: careerservices@gcu.edu

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Arizona State Board for Private Post-Secondary Education

Responsibility: Provides regulatory oversight for Arizona postsecondary institutions.
1400 West Washington, Room 260
Phoenix, AZ 85007
Phone: 602-542-5709
Web site: http://azppse.state.az.us

Student Disabilities Services

Responsibility: Assists students with disabilities to obtain reasonable accommodations, based on student self-disclosure and supporting documentation.
Phone: 602-639-6342
E-mail: disabilityoffice@gcu.edu

Office of Spiritual Life

Responsibility: Assists students with spiritual growth and development.
Phone: 602-639-6750
E-mail: spirituallife@gcu.edu

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Accreditation

Grand Canyon University holds many accreditations, some college-specific and others program-specific. Accreditation is desirable as it speaks to the quality of the college or university, acknowledged by peer institutions. In choosing a university, parents and students should ensure their university of choice is regionally accredited.

Regional accreditation in higher education originated almost a century ago as an American process conferred by a nongovernmental agency. It provides quality assurance and ensures institutional program improvement. The agency's expert and trained peers have visited and reviewed Grand Canyon University. During the visit, Grand Canyon University is reviewed from a variety of facets, including: educational activities, administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationships with outside constituencies.

Six regional agencies provide institutional accreditation on a geographical basis — Middle States, New England, North Central, Northwest, Southern, and Western. While independent of one another, the six regional associations cooperate extensively and recognize one another's accreditation.

The Higher Learning Commission and its predecessor have accredited Grand Canyon University continually since 1968, obtaining its most recent ten-year reaccreditation in 2007. The Arizona State Board for Private Postsecondary Education licenses Grand Canyon University in Arizona.

Higher Learning Commission

The Higher Learning Commission (member of North Central Association of Colleges and Schools) accredits Grand Canyon University.

The Higher Learning Commission

North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400

Chicago, IL 60602-2504

Phone: 312-263-0456

Toll-free: 800-621-7440

http://www.ncahlc.org/

Arizona State Private Post-Secondary Education

Grand Canyon University is licensed in Arizona by the Arizona State Board for Private Postsecondary Education.

Arizona State Board for Private Postsecondary Education
1400 West Washington, Room 260
Phoenix, AZ 85007
Phone: 602-542-5709
http://azppse.state.az.us

Veteran's Administration

Grand Canyon University is approved for the education and training of veterans under the provisions of Title 10 and 38, United States Code. Grand Canyon University accepts Chapter 30, 31, 32, 33, 35, 1606, 1607 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at Grand Canyon University, please e-mail VaBenefits@gcu.edu or visit us at http://www.gcu.edu – Student Services>Military Information>Veteran Affairs Benefits.

In addition, the University has obtained the following specialized accreditations and approvals for its core program offerings: Association of Collegiate Business Schools and Programs, Arizona State Board of Education, Arizona Department of Education, Commission on Collegiate Nursing Education, and Commission on Accreditation of Athletic Training Education.

Ken Blanchard College of Business

The Accreditation Council of Business Schools and Programs (7007 College Boulevard, Suite 420, Overland Park, KS 66211; 913-339-9356) accredits the following programs of the Ken Blanchard College of Business: Bachelor of Science in Accounting, Bachelor of Science in Marketing, Bachelor of Science in Business Administration, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Master of Business Administration, and Executive Master of Business Administration.

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College of Education

Grand Canyon University's College of Education is approved by the Arizona State Board of Education and the Arizona Department of Education to offer initial programs leading to initial teacher licensure of elementary, secondary, and special education teachers, as well as an advanced program for principal licensure.

College of Nursing and Health Professions

The Commission on Collegiate Nursing Education (One DuPont Circle NW, Suite 530, Washington, DC 20036; 202-887-6791) and the Arizona State Board of Nursing accredit the University for the Bachelor of Science in Nursing and Master of Science in Nursing degrees.

The Commission on Accreditation of Athletic Training Education (CAATE) (2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664) accredits the Athletic Training Education Program.

Intercollegiate Athletics

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA)—Division II (1802 Alonzo Watford Sr. Drive, Indianapolis, IN 46202), regarding eligibility to participate in intercollegiate sports.

Authorizations

Alabama

Grand Canyon University has been granted authorization by the State of Alabama under Ala. Code 16-5-10 (14) (1975) to offer the academic degree programs described herein. Since credentials earned through the College of Education do not automatically qualify for teacher certification, endorsement, and/or salary benefits within the State of Alabama, prospective students are advised to contact the Alabama State Superintendent of Education.

Arkansas

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Georgia

Grand Canyon University is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. Georgia students should not enroll in a Master of Education program which cannot be completed by December 15, 2014, or a Doctor of Education program which cannot be completed by December 15, 2016.

Idaho

Grand Canyon University is registered with the State Board of Education in accordance with Section 33-2403, Idaho Code.

Indiana

This institution is regulated by The Indiana Commission on Proprietary Education, 302 West Washington Street, Room E 201, Indianapolis, IN 46204-2767. (Toll Free Indiana Number: 800-227-5695 or 317-232-1320)

Iowa

Students seeking an Iowa license are advised that successful completion of Grand Canyon University's programs of educator preparation do not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. Candidates seeking licensure in the state of Iowa must first be licensed/certified as educators in Arizona. Grand Canyon University will assist you in understanding the licensure requirements of the Arizona Department of Education prior to completion of your educational preparation program. Arizona Department of Education can be contacted at 800-352-4558 or http://www.azed.gov/. Candidates seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515-281-5849; http://www.boee.iowa.gov/) for licensure requirements in Iowa.

Kansas

Grand Canyon University has been approved to operate by the Kansas Board of Regents.

Louisiana

Grand Canyon University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

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Minnesota

Grand Canyon University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, Sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Missouri

Grand Canyon University has been approved to operate by the Missouri Coordinating Board for Higher Education.

Ohio

Grand Canyon University is approved by the Ohio Board of Career Colleges and Schools and any Ohio residents who have a complaint can file a complaint with the Ohio Board of Career Colleges and Schools (35 East Gay Street, Suite 403, Columbus, OH, 43215; 614-466-2752 or toll free 877-275-4219).

Pennsylvania

Teacher education programs have not been reviewed or approved by Pennsylvania. Candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

South Carolina

Grand Canyon University is licensed to recruit SC residents by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201; 803-737-2260; www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality.

Grand Canyon University makes no guarantee that other institutions will accept credits earned at Grand Canyon University. The transfer of course/degree credit is determined by the receiving institution.

Applicant students must consult with their academic advisors concerning eligibility for employment in discipline-related fields.

Tennessee

Grand Canyon University is authorized for operation as a postsecondary education institution by the Tennessee Higher Education Commission. In order to view detailed job placement and graduation information on the programs offered by Grand Canyon University, visit www.state.tn.us/thec and click on the Authorized Institutions Data button.

This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

If a complaint is not settled at the institutional level, the student may contact the Tennessee Higher Education Commission (404 James Robertson Parkway, Suite 1900, Nashville, TN 37243-0830; 615-741-5293).

Transferability of Credits for Tennessee Students

Credits earned at Grand Canyon University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Grand Canyon University. You should obtain confirmation that Grand Canyon University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions to which you may want to transfer credits earned at Grand Canyon University to determine if such institutions will accept credits earned at Grand Canyon University prior to executing an enrollment contract or agreement. The ability to transfer credits from Grand Canyon University to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at Grand Canyon University if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of Grand Canyon University and of any other educational institutions to which you may in the future want to transfer the credits earned at Grand Canyon University before you execute an enrollment contract or agreement.

Washington

Grand Canyon University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Grand Canyon University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

This authorization is subject to periodic review and authorizes Grand Canyon University to advertise and recruit for the following degree programs: Associate of Arts, Bachelor of Arts in Christian Studies; Bachelor of Arts in Communications; Bachelor of Arts in English Literature; Bachelor of Arts in History; Bachelor of Arts in Interdisciplinary Studies; Bachelor of Science in Accounting; Bachelor of Science in Applied Management; Bachelor of Science in Business Administration; Bachelor of Science in Business Management, Bachelor of Science in Counseling; Bachelor of Science in Elementary Education; Bachelor of Science in Entrepreneurial Studies; Bachelor of Science in

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Finance and Economics; Bachelor of Science in Health Care Administration; Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care; Bachelor of Science in Justice Studies; Bachelor of Science in Marketing; Bachelor of Science in Medical Imaging Sciences; Bachelor of Science in Nursing (RN to BSN); Bachelor of Science in Psychology; Bachelor of Science in Public Safety and Emergency Management; Bachelor of Science in Respiratory Care; Bachelor of Science in Secondary Education; Bachelor of Science in Sociology; Bachelor of Science in Sports Management; Bridge to Master of Science in Nursing; Ken Blanchard Executive Master of Business Administration; Master of Arts in Christian Studies; Master of Arts in Teaching; Master of Business Administration; Master of Business Administration and Master of Science in Leadership; Master of Business Administration and Master of Science in Nursing; Master of Education in Curriculum and Instruction: Reading; Master of Education in Curriculum and Instruction: Technology; Master of Education in Education Administration; Master of Education in Early Childhood Education (IP/TL); Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education; Master of Education in Special Education; Master of Education in Special Education for Certified Special Educators; Master of Public Administration; Master of Public Health; Master of Science in Accounting; Master of Science in Addiction Counseling; Master of Science in Criminal Justice; Master of Science in Health Care Administration; Master of Science in Health Care Informatics; Master of Science in Leadership; Master of Science in Nursing: Nursing Education; Master of Science in Nursing: Nursing Leadership in Health Care Systems; Master of Science in Nursing: Health Care Informatics; Master of Science in Professional Counseling; Master of Science in Psychology; and Doctor of Education in Organizational Leadership.

The following programs lead to initial teacher certification or licensure in Arizona, and program applicants are encouraged to check with their state or local credentialing agency regarding applicability in their state: Bachelor of Science in Elementary Education (IP/TL); Bachelor of Science in Elementary Education and Special Education (IP/TL); Bachelor of Science in Secondary Education (IP/TL); Master of Education in Early Childhood Education (IP/TL); Master of Education in Educational Administration (AP/PL); Master of Education in Elementary Education (IP/TL); Master of Education in Secondary Education (IP/TL); Master of Education in Special Education (Cross-Categorical) (IP/TL).

The following programs do not lead to initial building-level administrator certification or licensure, but may lead to professional development credit, and program applicants are encouraged to check with their state or local credentialing agency regarding applicability in their state: Master of Arts in Teaching (AP/CPE); Master of Education in Curriculum and Instruction: Reading (AP/CPE); Master of Education in Curriculum and Instruction: Technology (AP/CPE); Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Educational Leadership (AP/CPE); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education (IP/Non-TL); Master of Education in Special Education (Cross-Categorical) (IP/Non-TL); Master of Education in Special Education for Certified Special Educators (AP/CPE); Master of Education in Teaching English to Speakers of Other Languages (AP/CPE).

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About Grand Canyon University

Vision

Grand Canyon University is the premier Christian University educating people to lead and serve.

Mission Statement

Grand Canyon University prepares learners to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically challenging, values-based curriculum from the context of our Christian heritage.

Historical Sketch

Grand Canyon College was born in the wake of World War II as the realization of a dream long held dear by the tiny congregations of Southern Baptists that called the Arizona mission frontier their home. In the fall of 1946, the Baptist General Convention of Arizona voted to organize a college. A few months later, the Convention selected the first trustees for the college, who soon secured an abandoned armory building in Prescott, Arizona, as Grand Canyon's first campus.

The College was chartered on August 1, 1949, with 16 faculty and approximately 100 students, many of them veterans. In 1951 the College put up its first permanent buildings on a 90-acre tract in west Phoenix. Grand Canyon College was fully accredited in 1968 by the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504 (312-263-0456 or 800-621-7440).

The College was first considered primarily a school for preachers, but its reputation expanded rapidly. Grand Canyon College became famous early on for its teacher education program and soon developed outstanding programs in the sciences, nursing, business, music, and the arts, while maintaining its excellence in Christian studies.

During planning for the change in institutional organization and status from Grand Canyon College to Grand Canyon University, the institution identified several landmark events that had been and would be pivotal during this transition. These included, but were not limited to, the organization of programs and departments into multiple colleges, the offering of graduate degree programs, the formation of the Grand Canyon University Foundation, and the generosity of several individuals who pledged or gave unrestricted gifts valued at one million dollars or more to launch the University into the next decade and century. In May of 1984, the College trustees voted to prepare for transition to University status on the school's 40th anniversary in 1989. Another landmark event occurred at the turn of the century that moved the University away from being owned and operated by the Arizona Southern Baptists Convention to being self-owned by the Board of Trustees. Four years later, in 2004, the University's ownership once again changed when it was purchased by Significant Education, LLC. At this time, the University became a for-profit institution with a vision for maintaining the strength of its campus-based programs, as well as a strong emphasis on online program offerings.

In May 2008, Significant Education changed its name to Grand Canyon Education, Inc. to align with the name of the University. On November 20, 2008, Grand Canyon University became a publicly traded company on NASDAQ under the symbol LOPE.

University Board of Directors

- Brent Richardson, Executive Chairman, Grand Canyon University
- Brian Mueller, President/Chief Executive Officer, Grand Canyon University
- Fred Miller, M.D., Member of the Board of Directors
- Dr. Jim Rice, Alhambra School District Superintendent Emeritus
- Ray Arvisu, President and Chief Executive Officer, Arvisu Advertising & Promotions Marketing; Member of the Board of Directors
- Will Gonzalez, Community Prosecution Bureau, Member of the Board of Directors
- Don Andorfer, President Emeritus, Grand Canyon University; Member of the Board of Directors

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Contributors

- Dave Brazell Stadium: David and Mildred Brazell
- The Cooke Health Center: Alumni Association
- Ethington Memorial Theatre: Peter and Anna Ethington
- Fleming Classroom Building and Library: Mr. and Mrs. William Fleming
- College of Nursing: Samaritan Foundation
- Tim Salmon Baseball Clubhouse: Tim and Marci Salmon
- Smith Arts Complex: C. J. and Thelma Smith
- Smithey-Parker Building: Jerry and Sarah Smithey, along with Bill and Joyce Parker
- Tell Science Building: Mr. and Mrs. Andrew P. Tell
- Williams Building: Dr. Bill and Shirley Williams

  Hegel Hall: Dr. Joni Hegel

University Seal

When the Grand Canyon College seal was adopted in 1950, two of its major components were the cactus and the cross. The saguaro cactus rises from its desert setting to signify the intellectual opportunity for Grand Canyon University students, counteracting the arid mental state of uneducated man. The cross stands prominently on the horizon as a guide for spiritual enlightenment. Between the outer circle representing the earth and the inner circle representing the wheel of progress, the name of the University and its location are inscribed. The use of the seal is permitted only with approval of the Chief Executive Officer of the University.

University Mascot and Colors

The University mascot is the antelope. Antelope are native to the region surrounding Prescott, Arizona, near the college's first campus. The mascot reminds us of our heritage and humble beginnings. School colors are purple, black, and white. Students, employees, or contractors of the University shall not use the Grand Canyon University name, logo, or mascot in connection with any commercial venture without written approval of the Chief Executive Officer.

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Degrees Offered

The University offers curricula leading to the degrees of Doctor of Business Administration, Doctor of Education, Doctor of Philosophy, Master of Arts in Christian Studies, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Public Administration, Master of Public Health, Master of Science, Bachelor of Arts, and Bachelor of Science, as well as offering graduate certificates and minors.

Doctoral Programs

Doctor of Business Administration

The Doctor of Business Administration (D.B.A.) program is delivered through a combination of online courses and face-to-face residencies. The program's curriculum and instruction is administrated by the College of Doctoral Studies in collaboration with the Ken Blanchard College of Business, meeting the needs of master's-prepared professionals seeking a terminal degree in business administration that will allow them to function as scholar-practitioners.

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Bridge to the Doctor of Business Administration with an Emphasis in Management		X		
Doctor of Business Administration with an Emphasis in Management		X		

Doctor of Education in Organizational Leadership

The Doctor of Education Degree (Ed.D.) in Organizational Leadership program is delivered through a combination of online courses and face-to-face residencies. The program's curriculum and instruction is administrated by the College of Doctoral Studies in collaboration with the College of Education, the Ken Blanchard College of Business, and the College of Arts and Sciences, meeting the needs of master's-prepared professionals seeking a terminal degree in leadership that will allow them to function as scholar-practitioners.

Grand Canyon University offers the following emphases for this degree:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health		X		
Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry		X		
Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership		X		
Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership		X	X	
Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development		X		
Doctor of Education in Organizational Leadership with an Emphasis in Special Education		X		

Doctor of Philosophy in General Psychology

The Doctor of Philosophy (Ph.D.) in General Psychology program is delivered entirely through online courses. The program's curriculum and instruction is administrated by the College of Doctoral Studies in collaboration with the College of Arts and Sciences, meeting of research-oriented individuals seeking a terminal degree in psychology.

Grand Canyon University offers the following emphases for this degree:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Doctor of Philosophy in General Psychology with an Emphasis in Cognition and Instruction		X	X	

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Doctor of Philosophy in General Psychology with an Emphasis in Industrial and Organizational Psychology		X	X	
Doctor of Philosophy in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology		X		
Doctor of Philosophy in General Psychology with an Emphasis in Performance Psychology		X		

Graduate Programs

Master of Arts

The Master of Arts degree is granted to majors who complete all requirements in one the following areas:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Master of Arts in Christian Studies with an Emphasis in Christian Leadership		X	X	
Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry		X	X	
Master of Arts in Christian Studies with an Emphasis in Urban Ministry		X		
Master of Arts in Christian Studies with an Emphasis in Youth Ministry		X		
Master of Arts in Teaching with an Emphasis in Professional Learning Communities (AP/CPE)		X	X	X
Master of Arts in Teaching with an Emphasis in Teacher Leadership (AP/CPE)		X	X	X

AP/CPE = Advanced Program for Continuing Education

Master of Business Administration

The Master of Business Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Master of Business Administration		X	X	X
Master of Business Administration with an Emphasis in Accounting		X	X	X
Master of Business Administration with an Emphasis in Finance		X	X	X
Master of Business Administration with an Emphasis in Health Systems Management		X	X	X
Master of Business Administration with an Emphasis in Leadership		X	X	X
Master of Business Administration with an Emphasis in Marketing		X	X	X
Master of Business Administration with an Emphasis in Strategic Human Resource Management		X	X	X
Dual Degrees				
Master of Business Administration and Master of Science in Leadership (Dual Degree)		X	X	X
Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems (Dual Degree)		X	X	
Additional Degree Programs				
Executive Master of Business Administration		X		

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Master of Education

The Master of Education degree is designed for students who have previously completed a bachelor's degree at an accredited, GCU-approved institution and may be seeking certification at the elementary or secondary level. An advanced Program of Study is included in that preparation or can be obtained after licensure requirements are completed. This degree is available in the following specialized areas:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Master of Education in Curriculum and Instruction: Reading with an Emphasis in Elementary Education (AP/CPE)		X	X	X
Master of Education in Curriculum and Instruction: Reading with an Emphasis in Secondary Education (AP/CPE)		X	X	X
Master of Education in Curriculum and Instruction: Technology (AP/CPE)		X	X	X
Master of Education in Early Childhood Education (IP/TL)		X	X	X
Master of Education in Early Childhood Education (IP/Non-TL)		X	X	X
Master of Education in Educational Administration (AP/PL)		X	X	X
Master of Education in Educational Leadership (AP/CPE)		X	X	X
Master of Education in Elementary Education (IP/TL)		X	X	X
Master of Education in Elementary Education (IP/Non-TL)		X	X	X
Master of Education in Secondary Education (IP/TL)		X	X	X
Master of Education in Secondary Education (IP/Non-TL)		X	X	X
Master of Education in Special Education: Cross-Categorical (IP/TL)		X	X	X
Master of Education in Special Education: Cross-Categorical (IP/Non-TL)		X	X	X
Master of Education in Special Education for Certified Special Educators (AP/CPE)		X	X	X
Master of Education in Teaching English to Speakers of Other Languages (AP/CPE)		X	X	X

IP/TL = Initial Program – Leads to Initial Teacher Licensure | IP/Non-TL = Initial Program – Does Not Lead to Teacher Licensure | AP/CPE = Advanced Program for Continuing Education | AP/PL = Advanced Program for Principal Licensure

Master of Public Administration

The Master of Public Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Master of Public Administration with an Emphasis in Government and Policy		X	X	X
Master of Public Administration with an Emphasis in Health Care Management		X	X	X

Master of Public Health

The Master of Public Health is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Master of Public Health	X	X		

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Master of Science

The Master of Science is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Science degree.

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Master of Science in Accounting		X	X	X
Master of Science in Addiction Counseling		X	X	
Master of Science in Criminal Justice with an Emphasis in Law Enforcement	X	X		
Master of Science in Criminal Justice with an Emphasis in Legal Studies	X	X		
Master of Science in Health Care Administration		X		
Master of Science in Health Care Informatics		X		
Master of Science in Leadership		X	X	X
Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership		X	X	X
Master of Science in Nursing: Acute Care Nurse Practitioner			X	X
Master of Science in Nursing: Adult Clinical Nurse Specialist		X	X	
Master of Science in Nursing: Family Nurse Practitioner			X	X
Master of Science in Nursing: Health Care Informatics		X		
Master of Science in Nursing: Nursing Leadership in Health Care Systems		X	X	X
Master of Science in Nursing: Public Health		X		
Master of Science in Nursing with an Emphasis in Nursing Education		X	X	X
Master of Science in Professional Counseling		X	X	X
Master of Science in Psychology with an Emphasis in General Psychology	X	X		
Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology	X	X		
Dual Degrees:				
Master of Business Administration and Master of Science in Leadership (Dual Degree)		X	X	X
Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems (Dual Degree)		X	X	

Undergraduate Programs

Bachelor of Arts

The Bachelor of Arts degree is granted to majors who complete all requirements in one the following areas:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Bachelor of Arts in Christian Studies	X	X		
Bachelor of Arts in Christian Studies - Minnesota		X		
Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies	X	X		
Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry	X	X		
Bachelor of Arts in Communications	X	X		
Bachelor of Arts in Communications - Minnesota		X		
Bachelor of Arts in Dance Education (IP/Non-TL)	X			
Bachelor of Arts in Digital Design with an Emphasis in Animation	X			
Bachelor of Arts in Digital Design with an Emphasis in Web Design	X			
Bachelor of Arts in Digital Film with an Emphasis in Production	X			

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Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Bachelor of Arts in Digital Film with an Emphasis in Screenwriting	X			
Bachelor of Arts in English Literature	X	X		
Bachelor of Arts in English Literature - Minnesota		X		
Bachelor of Arts in History	X	X		
Bachelor of Arts in History - Minnesota		X		
Bachelor of Arts in Music Education (IP/Non-TL)	X			
Bachelor of Arts in Music Education - Instrumental (IP/Non-TL)	X			
Bachelor of Arts in Music with an Emphasis in Piano	X			
Bachelor of Arts in Music with an Emphasis in Voice	X			
Bachelor of Arts in Theatre and Drama	X			
Bachelor of Arts in Theatre Education (IP/Non-TL)	X			

IP/Non-TL = Initial Program – Does Not Lead to Teacher Licensure

Bachelor of Science

The Bachelor of Science degree is granted to majors who complete all requirements in one the following areas:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Bachelor of Science in Accounting	X	X		
Bachelor of Science in Accounting - Minnesota		X		
Bachelor of Science in Applied Management		X	X	X
Bachelor of Science in Applied Management - Minnesota		X		
Bachelor of Science in Athletic Training	X			
Bachelor of Science in Biology with an Emphasis in Pre-Medicine	X			
Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy	X			
Bachelor of Science in Biology with an Emphasis in Pre-Physician Assistant	X			
Bachelor of Science in Business Administration	X	X		
Bachelor of Science in Business Administration - Minnesota		X		
Bachelor of Science in Business Administration with an Emphasis in Business Intelligence	X	X		
Bachelor of Science in Business Administration with an Emphasis in Business Intelligence - Minnesota		X		
Bachelor of Science in Business Management	X	X		
Bachelor of Science in Business Management - Minnesota		X		
Bachelor of Science in Counseling with Emphasis in Addiction, Chemical Dependency, and Substance Abuse	X	X		
Bachelor of Science in Counseling with Emphasis in Addiction, Chemical Dependency, and Substance Abuse - Minnesota		X		
Bachelor of Science in Early Childhood Education (IP/TL)	X	X		
Bachelor of Science in Early Childhood Education (IP/TL) - Minnesota		X		
Bachelor of Science in Elementary Education and Special Education (Dual Major) (IP/TL)	X	X		
Bachelor of Science in Elementary Education and Special Education (Dual Major) (IP/TL) - Minnesota		X		
Bachelor of Science in Elementary Education (Emphasis in English) (IP/TL)	X	X		
Bachelor of Science in Elementary Education (Emphasis in English) (IR) - Minnesota		X		

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Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Bachelor of Science in Elementary Education (Emphasis in Math) (IP/TL)	X	X		
Bachelor of Science in Elementary Education (Emphasis in Math) (IP/TL) - Minnesota		X		
Bachelor of Science in Elementary Education (Emphasis in Science) (IP/TL)	X	X		
Bachelor of Science in Elementary Education (Emphasis in Science) (IP/TL) - Minnesota		X		
Bachelor of Science in Entrepreneurial Studies	X	X		
Bachelor of Science in Entrepreneurial Studies - Minnesota		X		
Bachelor of Science in Exercise Science with an Emphasis in Athletic Coaching	X			
Bachelor of Science in Exercise Science with an Emphasis in Health Education	X			
Bachelor of Science in Exercise Science with an Emphasis in Physical Education	X			
Bachelor of Science in Exercise Science with an Emphasis in Pre-Physical Therapy	X			
Bachelor of Science in Finance and Economics	X	X		
Bachelor of Science in Finance and Economics - Minnesota		X		
Bachelor of Science in Forensic Science	X			
Bachelor of Science in Health Care Administration	X	X		
Bachelor of Science in Health Care Administration - Minnesota		X		
Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care		X	X	X
Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care - Minnesota		X		
Bachelor of Science in Justice Studies	X	X		
Bachelor of Science in Justice Studies - Minnesota		X		
Bachelor of Science in Marketing	X	X		
Bachelor of Science in Marketing - Minnesota		X		
Bachelor of Science in Nursing (Pre-Licensure)	X			
Bachelor of Science in Psychology	X	X		
Bachelor of Science in Psychology - Minnesota		X		
Bachelor of Science in Public Safety Administration (Military Only)		X		
Bachelor of Science in Public Safety Administration (Military Only) - Minnesota		X		
Bachelor of Science in Public Safety and Emergency Management		X	X	
Bachelor of Science in Public Safety and Emergency Management - Minnesota		X		
Bachelor of Science in Secondary Education (Emphasis in Biology) (IP/TL)	X			
Bachelor of Science in Secondary Education (Emphasis in Business Education) (IP/TL)	X	X		
Bachelor of Science in Secondary Education (Emphasis in Business Education) (IP/TL) - Minnesota		X		
Bachelor of Science in Secondary Education (Emphasis in Chemistry) (IP/TL)	X			
Bachelor of Science in Secondary Education (Emphasis in English) (IP/TL)	X	X		
Bachelor of Science in Secondary Education (Emphasis in English) (IP/TL) - Minnesota		X		
Bachelor of Science in Secondary Education (Emphasis in Math) (IP/TL)	X	X		
Bachelor of Science in Secondary Education (Emphasis in Math) (IP/TL) - Minnesota		X		
Bachelor of Science in Secondary Education (Emphasis in Physical Education) (IP/TL)	X			
Bachelor of Science in Secondary Education (Emphasis in Social Studies) (IP/TL)	X	X		

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Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Bachelor of Science in Secondary Education (Emphasis in Social Studies) (IP/TL) - Minnesota		X		
Bachelor of Science in Sociology	X	X		
Bachelor of Science in Sociology - Minnesota		X		
Bachelor of Science in Sports Management	X	X		
Bachelor of Science in Sports Management - Minnesota		X		
Registered Nurse to Bachelor of Science in Nursing (RN to BSN)		X	X	X
Registered Nurse to Bachelor of Science in Nursing (RN to BSN) - Minnesota		X		

IP/TL = Initial Program – Leads to Initial Teacher Licensure

Graduate Certificates

Certificates are granted to majors who complete all requirements in one the following areas:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate			X	
Post-Master of Science in Nursing: Adult Clinical Nurse Specialist Certificate		X	X	
Post-Master of Science in Nursing: Family Nurse Practitioner Certificate			X	
Post-Master of Science in Nursing: Nursing Education Certificate		X	X	X

Minors

Minors are granted in the following areas:

Degree Program	Main Campus	Online	Evening/ Campus	Evening/ Satellite
Minor in Accounting	X			
Minor in Athletic Coaching	X			
Minor in Biblical Studies	X			
Minor in Business Administration	X			
Minor in Business Management	X			
Minor in Christian Studies	X			
Minor in Dance Education	X			
Minor in Digital Design	X			
Minor in Digital Film	X			
Minor in Entrepreneurial Studies	X			
Minor in Finance and Economics	X			
Minor in Marketing	X			
Minor in Music - Instrumental	X			
Minor in Music - Piano	X			
Minor in Music - Vocal	X			
Minor in Pre-Medicine	X			
Minor in Military Service (ROTC)	X			
Minor in Sports Management	X			
Minor in Spanish	X			
Minor in Theatre	X			

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General Education Requirements

General Education coursework prepares Grand Canyon University graduates to think critically, communicate clearly, live responsibly in a diverse world, and thoughtfully integrate their faith and ethical convictions into all dimensions of life. These competencies, essential to an effective and satisfying life, are outlined in the General Education Learner Outcomes. General Education courses embody the breadth of human understanding and creativity contained in the liberal arts and sciences tradition. Students take an array of foundational knowledge courses that promote expanded knowledge, insight, and the outcomes identified in the University's General Education Competencies. The knowledge and skills students acquire through these courses serve as a foundation for successful careers and lifelong journeys of growing understanding and wisdom.

Competency	Requirements	GCU Course Options	Total Credits
University Foundations	Upon completion of Grand Canyon University's University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon's community. Students will be able to: ▪ Demonstrate foundational academic success skills ▪ Explore GCU resources (CLA, library, Career Center, ADA office, etc.) ▪ Articulate strategies of self-leadership and self-management ▪ Recognize opportunities to engage in the GCU community. Students with fewer than 24 credits will fulfill the University Foundations requirement with a specified lower-division course. An upper-division selection will be made available to students who enter the university with more than 24 credits.	▪ UNV 103/303, University Success: 4 credits	4
Effective Communication	Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 3 credits of English grammar or composition.	▪ UNV 104, 21st Century Skills: Communication and Information Literacy, 4 credits ▪ ENG 105, English Composition I: 4 credits[Δ] ▪ ENG 106, English Composition II: 4 credits[Δ]	9-12
Christian Worldview	Graduates of Grand Canyon University will be able to express aspects of Christian heritage and worldview. Students are required to take CWV 101 or CWV 301.	▪ CWV 101/301, Christian Worldview: 4 credits	4

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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Competency	Requirements	GCU Course Options	Total Credits
Critical Thinking	Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments (mathematics, biology, chemistry, physics, geology, astronomy, physical geography, ecology, economics, theology, logic, philosophy, technology, statistics, accounting, etc.). Students are required to take 3 credits of intermediate algebra or higher.	▪ PHI 105, 21st Century Skills: Critical Thinking and Problem Solving: 4 credits ▪ MAT 134, Applications of Algebra: 4 credits ▪ BIO 220, Environmental Science: 4 credits	11-12
Global Awareness, Perspectives, and Ethics	Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life (psychology, sociology, government, Christian studies, Bible, geography, anthropology, economics, political science, child and family studies, law, ethics, cross-cultural studies, history, art, music, dance, theater, applied arts, literature, health, etc.).	▪ HIS 221, Themes in U. S. History: 4 credits ▪ SOC 100, Everyday Sociology: 4 credits ▪ PSY 100, Psychology in Everyday Life: 4 credits If the predefined course is a part of the major, students need to take an additional course.	6-8

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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General Education Requirements - Minnesota Bachelor of Arts

General Education coursework prepares Grand Canyon University graduates to think critically, communicate clearly, live responsibly in a diverse world, and thoughtfully integrate their faith and ethical convictions into all dimensions of life. These competencies, essential to an effective and satisfying life, are outlined in the General Education Learner Outcomes. General Education courses embody the breadth of human understanding and creativity contained in the liberal arts and sciences tradition. Students take an array of foundational knowledge courses that promote expanded knowledge, insight, and the outcomes identified in the University's General Education Competencies. The knowledge and skills students acquire through these courses serve as a foundation for successful careers and lifelong journeys of growing understanding and wisdom.

Competency	Requirements	GCU Course Options	Total Credits
University Foundations	Upon completion of Grand Canyon University's University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon's community. Students will be able to: ▪ Demonstrate foundational academic success skills ▪ Explore GCU resources (CLA, library, Career Center, ADA office, etc.) ▪ Articulate strategies of self-leadership and self-management ▪ Recognize opportunities to engage in the GCU community.	▪ UNV 103/303, University Success: 4 credits	4 credits
Effective Communication	Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 6 credits.	▪ ENG 105, English Composition I: 4 credits ▪ UNV 104, 21st Century Skills: Communication and Information Literacy: 4 credits	6 credits
Critical Thinking	Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments Students are required to take 8 credits of intermediate algebra or higher.	▪ MAT 134, Applications of Algebra: 4 credits ▪ MAT 260, College Geometry: 4 credits	8 credits
Global Awareness, Perspectives, and Ethics, and Humanities	Graduates of Grand Canyon University will be able to demonstrate a global perspective and an awareness and appreciation of the scope and variety of literary works as expressions of individual or broader human values. Graduates will demonstrate information literacy which will enable them to locate and analyze information from a variety of sources.	▪ CWV 101/301, Christian Worldview: 4 credits ▪ PHI 105, 21st Century Skills: Critical Thinking and Problem Solving: 4 credits	8 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Competency	Requirements	GCU Course Options	Total Credits
Social Sciences	Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life, as well as examine social institutions and processes across a range of historical periods, social structures, and cultures.	▪ SOC 100, Everyday Sociology: 4 credits ▪ PSY 100, Psychology in Everyday Life: 4 credits	8 credits
General Education Electives	Minnesota students must complete ten (10) more credits, which may be taken from any of the following content areas: Communications/English, Math/Natural Science, Humanities, Social Science.	▪ ENG 106, English Composition II: 4 credits ▪ COM-231, Persuasive Theory: 4 credits	10 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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General Education Requirements - Minnesota Bachelor of Science

General Education coursework prepares Grand Canyon University graduates to think critically, communicate clearly, live responsibly in a diverse world, and thoughtfully integrate their faith and ethical convictions into all dimensions of life. These competencies, essential to an effective and satisfying life, are outlined in the General Education Learner Outcomes. General Education courses embody the breadth of human understanding and creativity contained in the liberal arts and sciences tradition. Students take an array of foundational knowledge courses that promote expanded knowledge, insight, and the outcomes identified in the University's General Education Competencies. The knowledge and skills students acquire through these courses serve as a foundation for successful careers and lifelong journeys of growing understanding and wisdom.

Competency	Requirements	GCU Course Options	Total Credits
University Foundations	Upon completion of Grand Canyon University's University Foundation experience, students will be able to demonstrate competency in the areas of academic skills and self-leadership. They will be able to articulate the range of resources available to assist them, explore career options related to their area of study, and have knowledge of Grand Canyon's community. Students will be able to: ▪ Demonstrate foundational academic success skills ▪ Explore GCU resources (CLA, library, Career Center, ADA office, etc.) ▪ Articulate strategies of self-leadership and self-management ▪ Recognize opportunities to engage in the GCU community.	▪ UNV 103/303, University Success: 4 credits	4 credits
Effective Communication	Graduates of Grand Canyon University will be able to construct rhetorically effective communications appropriate to diverse audiences, purposes, and occasions (English composition, communication, critical reading, foreign language, sign language, etc.). Students are required to take 6 credits.	▪ ENG 105, English Composition I: 4 credits ▪ UNV 104, 21st Century Skills: Communication and Information Literacy: 4 credits	6 credits
Critical Thinking	Graduates of Grand Canyon University will be able to use various analytic and problem-solving skills to examine, evaluate, and/or challenge ideas and arguments Students are required to take 8 credits of intermediate algebra or higher.	▪ MAT 134, Applications of Algebra: 4 credits ▪ MAT 260, College Geometry: 4 credits	8 credits
Global Awareness, Perspectives, and Ethics, and Humanities	Graduates of Grand Canyon University will be able to demonstrate a global perspective and an awareness and appreciation of the scope and variety of literary works as expressions of individual or broader human values. Graduates will demonstrate information literacy which will enable them to locate and analyze information from a variety of sources.	▪ CWV 101/301, Christian Worldview: 4 credits ▪ PHI 105, 21st Century Skills: Critical Thinking and Problem Solving: 4 credits	8 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Competency	Requirements	GCU Course Options	Total Credits
Social Sciences	Graduates of Grand Canyon University will be able to demonstrate awareness and appreciation of and empathy for differences in arts and culture, values, experiences, historical perspectives, and other aspects of life, as well as examine social institutions and processes across a range of historical periods, social structures, and cultures.	▪ SOC 100, Everyday Sociology: 4 credits ▪ PSY 100, Psychology in Everyday Life: 4 credits	8 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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General Education Information

Requirements for Minnesota Students

Minnesota students please refer to the Minnesota-specific General Education requirements above, and consult their academic counselor if necessary.

Recommended Sequence for Online Students

It is recommended that online students at Grand Canyon University use the suggested GCU Course Options identified in the table above and complete the sequence of general education courses in the following order:

1. UNV 103/303
2. UNV 104
3. PHI 105
4. ENG 105[Δ]
5. PSY 100
6. CWV 101/301
7. Major Course 1
8. ENG 106[Δ]
9. BIO 220
10. Major Course 2
11. SOC 100
12. MAT 134

Students enrolled in ground programs may have a wider variety of options available in which to satisfy their general education requirements.

Assessed Placement in Mathematics and English Classes

Students enrolling in Applications of Algebra (MAT 134) or College Algebra and Trigonometry (MAT 250) may take a mathematics placement test. Students enrolling in English Composition I (ENG 105[Δ]) may take a writing placement test. Being placed in the course that is appropriate for students' experience and knowledge is important for success. Students who enroll in a course that is more advanced than the course recommended by the placement exam risk earning substandard grades.

Students should take placement tests before the start of classes and within the appropriate time window for a given semester (see below). Students who wish to use a placement test to help them determine which math or English class would be appropriate to enter should contact their Academic Counselor.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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College of Theology

College of Theology Description

Christian Studies programs are designed to equip students with an understanding of the Bible and its historical and theological significance for the Christian faith, to prepare them for ministry, and to provide them with spiritual guidance. Students are equipped, as well, to relate to diverse other religions in global culture. The faculty is committed to helping students formulate their call to ministry by exploring the various directions that a call may take, and by helping students develop character and integrity in all aspects of life.

College Mission

Grand Canyon University's College of Theology, in keeping with its commitment to the authority of the Bible as Scripture and the centrality of Jesus Christ, exists to resource, educate and equip students in theological scholarship, ethical integrity, effective leadership, and ministry in service to God, the Church, the academy, and the world.

Undergraduate Programs

Bachelor of Arts in Christian Studies

Graduates of Grand Canyon University's Bachelor of Arts in Christian Studies program will utilize biblical studies as the foundation, and an understanding of theology, philosophy, and Christian history as the framework, for communicating Christ to various audiences. In addition to spiritual formation and exegetical skills essential to Christian studies, graduates will be able to employ communication, leadership, and organizational skills necessary for effective ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Christian Studies Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in Christian Studies	120 credits

Christian Studies Major

BIB 104	Old Testament Historical Perspectives	4 credits
BIB 105	New Testament Historical Perspectives	4 credits
INT 244	World Religions	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
BIB 355[Δ]	Biblical Interpretation and Application	4 credits
BIB 351	Moses and the Prophets	4 credits
BIB 354	Jesus and His Interpreters	4 credits
MIN 350[Δ]	Spiritual Formation for Christian Leaders	4 credits
HTH 359	Systematic Theology	4 credits
HTH 379	History of Christianity	4 credits
HTH 469	Contemporary Theology	4 credits
CHL 465	Christian Leadership in the 21st Century	4 credits
Total Christian Studies Major		48 credits

Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies

Graduates of Grand Canyon University's Bachelor of Arts in Christian Studies program will utilize biblical studies as the foundation, and an understanding of theology, philosophy, and Christian history as the framework, for communicating Christ to various audiences. In addition to spiritual formation and exegetical skills essential to Christian studies, graduates will be able to employ communication, leadership, and organizational skills necessary for effective ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Christian Studies Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Biblical Studies	120 credits

Christian Studies Major

BIB 104	Old Testament Historical Perspectives	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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BIB 105	New Testament Historical Perspectives	4 credits
INT 244	World Religions	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
BIB 355[Δ]	Biblical Interpretation and Application	4 credits
BIB 351	Moses and the Prophets	4 credits
BIB 354	Jesus and His Interpreters	4 credits
MIN 350[Δ]	Spiritual Formation for Christian Leaders	4 credits
BIB 365	Old Testament Writings	4 credits
BIB 370	Hebrew Poetical and Wisdom Literature	4 credits
HTH 359	Systematic Theology	4 credits
HTH 379	History of Christianity	4 credits
HTH 469	Contemporary Theology	4 credits
CHL 465	Christian Leadership in the 21st Century	4 credits
BIB 380	Pauline Epistles	4 credits
BIB 455	Hebrew Prophets	4 credits
BIB 465	The General Epistles	4 credits
BIB 475	Johannine Literature	4 credits
Total Christian Studies Major		72 credits

Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry

Graduates of Grand Canyon University's Bachelor of Arts in Christian Studies program will utilize biblical studies as the foundation, and an understanding of theology, philosophy, and Christian history as the framework, for communicating Christ to various audiences. In addition to spiritual formation and exegetical skills essential to Christian studies, graduates will be able to employ communication, leadership, and organizational skills necessary for effective ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Christian Studies Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Arts in Christian Studies with an Emphasis in Youth Ministry	120 credits

Christian Studies Major

BIB 104	Old Testament Historical Perspectives	4 credits
BIB 105	New Testament Historical Perspectives	4 credits
INT 244	World Religions	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
BIB 355[Δ]	Biblical Interpretation and Application	4 credits
BIB 351	Moses and the Prophets	4 credits
BIB 354	Jesus and His Interpreters	4 credits
MIN 350[Δ]	Spiritual Formation for Christian Leaders	4 credits
YMN 305	Philosophy and Theology of Youth Ministry	4 credits
YMN 350	Leadership and Administration in Youth Ministry	4 credits
HTH 359	Systematic Theology	4 credits
HTH 379	History of Christianity	4 credits
HTH 469	Contemporary Theology	4 credits
CHL 465	Christian Leadership in the 21st Century	4 credits
YMN 355	Adolescent Development and Faith Formation	4 credits
MIN 360	Communication in Ministry	4 credits
YMN 450	Adolescent Culture and Evangelism	4 credits
YMN 455	Adolescent Issues and Intervention	4 credits
Total Christian Studies Major		72 credits

Graduate Programs

Master of Arts in Christian Studies with an Emphasis in Christian Leadership

The Master of Arts in Christian Studies with an Emphasis in Christian Leadership is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN 505	Spiritual Formation and Mentoring	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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CHL 520	Theories of Leadership	4 credits
BIB 501	Old Testament Foundations	4 credits
BIB 502	New Testament Foundations	4 credits
HTH 505	Systematic Theology I	4 credits
HTH 550	Systematic Theology II	4 credits
HTH 655	Christian Worldview and Contextualization	4 credits
BIB 650	Biblical Hermeneutics	4 credits
CHL 650	Leading Through Crisis, Conflict, and Change	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Christian Leadership		38 credits

Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry

The Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN 505	Spiritual Formation and Mentoring	4 credits
MIN 520	The Work of the Pastor	4 credits
BIB 501	Old Testament Foundations	4 credits
BIB 502	New Testament Foundations	4 credits
HTH 505	Systematic Theology I	4 credits
HTH 550	Systematic Theology II	4 credits
HTH 655	Christian Worldview and Contextualization	4 credits
BIB 650	Biblical Hermeneutics	4 credits
MIN 670	Homiletics	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Pastoral Ministry		38 credits

Master of Arts in Christian Studies with an Emphasis in Urban Ministry

The Master of Arts in Christian Studies with an Emphasis in Urban Ministry is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN 505	Spiritual Formation and Mentoring	4 credits
INT 520	Cross-Cultural and Multicultural Ministry	4 credits
BIB 501	Old Testament Foundations	4 credits
BIB 502	New Testament Foundations	4 credits
HTH 505	Systematic Theology I	4 credits
HTH 550	Systematic Theology II	4 credits
HTH 655	Christian Worldview and Contextualization	4 credits
BIB 650	Biblical Hermeneutics	4 credits
INT 630	Issues in Urban Ministry	4 credits
Total Master of Arts in Christian Studies with an Emphasis in Urban Ministry		38 credits

Master of Arts in Christian Studies with an Emphasis in Youth Ministry

The Master of Arts in Christian Studies with an Emphasis in Youth Ministry is a program designed for individuals who desire to lead as Christians in their arenas of influence, be they secular, religious, professional, or personal. The program focuses on the preparation of leaders in biblical and theological knowledge, practical application of that knowledge in leadership settings, and the development of character and integrity in all aspects of life. Emphases include urban ministry, youth ministry, Christian leadership, and pastoral ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 505	Introduction to Graduate Studies in Ministry and Theology	2 credits
MIN 505	Spiritual Formation and Mentoring	4 credits
MIN 530	Youth Issues and Crises	4 credits
BIB 501	Old Testament Foundations	4 credits
BIB 502	New Testament Foundations	4 credits
HTH 505	Systematic Theology I	4 credits
HTH 550	Systematic Theology II	4 credits
HTH 655	Christian Worldview and Contextualization	4 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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BIB 650	Biblical Hermeneutics	4 credits
MIN 630	Mentoring and Counseling Youth	4 credits

Minors

Minor in Biblical Studies

The Minor in Biblical Studies provides a solid foundation to students who are interested in studying and teaching the Bible or who are considering attending seminary without a bachelor's degree in Bible or Christian Studies.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

BIB 104	Old Testament Foundations	4 credits
BIB 105	New Testament Foundations	4 credits
BIB 351	Moses and the Prophets	4 credits
BIB 354	Jesus and His Interpreters	4 credits
BIB 355	Biblical Interpretation	4 credits
HTH 359	Systematic Theology	4 credits
Total Minor in Biblical Studies		24 credits

Minor in Christian Studies

The Minor in Christian Studies provides a solid foundation for graduates of any major that also want to serve as Christian leaders working in bi-vocational settings especially in the areas of cross-cultural, urban, or social ministry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

BIB 104	Old Testament Foundations	4 credits
BIB 105	New Testament Foundations	4 credits
INT 244	World Religions	4 credits
MIN 350	Spiritual Formation for Christian Leaders	4 credits
HTH 379	History of Christianity	4 credits
Total Minor in Christian Studies		20 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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The Ken Blanchard College of Business

College of Business Description

The Ken Blanchard College of Business (KBCOB) focuses on providing cutting-edge and innovative courses designed to meet students' career needs. The College offers Programs of Study for those who desire the traditional four-year baccalaureate degree, accelerated degree-completion programs for working adults, and graduate degrees for working professionals. The College's academically qualified faculty has relevant business and teaching experience and is committed to providing an excellent business education through the primacy of teaching, offering small class sizes, and building student-faculty relationships that foster the student's academic and professional growth.

College Mission

Ken Blanchard College of Business challenges and inspires students to be servant leaders with the business skills and values necessary to drive organizational success and positively impact society.

College Features

The Ken Blanchard College of Business is comprised of two academic schools. Each school serves a unique set of students and offers quality programs to meet specific students' career needs.

School of Business Studies

The School of Business Studies exists to serve both undergraduates who are preparing to initiate careers and working professionals who are seeking to develop their careers further. All programs within the School of Business Studies are developed in accordance with the accreditation standards of the Accreditation Council of Business Schools and Programs (ACBSP), which requires that a program be in existence for two or more years before it receives accreditation. Programs in the School of Business Studies that have reached this threshold and received ACBSP accreditation include the Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Bachelor of Science in Marketing, Executive Master of Business Administration, and Master of Business Administration.

School of Business Studies: Undergraduate Programs

The School of Business Studies offers a Bachelor of Science (BS) degree with majors in Accounting, Business Administration, Entrepreneurial Studies, Finance and Economics, Marketing, and Sports Management. The accounting major and the finance and economics major are designed to prepare students for professional practice in corporate accounting and finance or for management positions in business. Completing the requirements for the accounting major qualifies students to sit for the Certified Management Accountant (CMA) examination and for the Certified Public Accountant (CPA) exam in most states. The entrepreneurship major is designed for students who desire to start their own business, or be a change agent for innovation within larger organizations. The business administration major is a broadly-based degree that emphasizes technical, human, and conceptual skills that encompass all functional areas of business. The marketing major combines a strong business core with special emphasis in market forces, marketing strategy, and sales management. The sports management major prepares students to become professional managers in areas such as sports marketing, sports media, amateur and professional athletics, and sports and entertainment event planning.

Bachelor of Science in Accounting

Grand Canyon University's Bachelor of Science in Accounting program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students for professional practice in corporate accounting, corporate finance, or public accounting. Completing the requirements for the accounting major qualifies students to sit for the Certified Management Accountant (CMA) exam and the Certified Public Accountant (CPA) exam in most states.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Accounting Major	64 credits
Total Electives	16-22 credits
Total Bachelor of Science in Accounting Program Credits	120 credits

Accounting Major

MKT 245	Principles of Marketing	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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ACC 350	Managerial Accounting	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
MGT 420	Organizational Behavior and Management	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
ACC 370	Intermediate Accounting I	4 credits
ACC 371	Intermediate Accounting II	4 credits
ACC 360	Cost Accounting	4 credits
ACC 460	Taxation	4 credits
ACC 485	Advanced Accounting	4 credits
MGT 455	Production/ Operations Management	4 credits
ACC 491	Auditing	4 credits
BUS 485[Δ]	Strategic Management	4 credits
Total Accounting Major		64 credits

Bachelor of Science in Business Administration

Grand Canyon University's Bachelor of Science in Business Administration program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level management positions in business through coursework that addresses the key functional areas of management, accounting, finance, marketing, operations, and human resources.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Business Administration Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Business Administration	120 credits

Business Administration Major

MKT 245	Principles of Marketing	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
ACC 350	Managerial Accounting	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
MGT 420	Organizational Behavior and Management	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
ECN 360	Intermediate Economics	4 credits
FIN 450	Intermediate Finance	4 credits
ACC 486	Financial Statement Analysis	4 credits
MGT 455	Production/ Operations Management	4 credits
MKT 450	Marketing Management	4 credits
BUS 485[Δ]	Strategic Management[Δ]	4 credits
Total Business Administration Major		56 credits

Bachelor of Science in Business Administration with an Emphasis in Business Intelligence

Grand Canyon University's Bachelor of Science in Business Administration with an Emphasis in Business Intelligence program prepares student for career options which include business analyst, project manager, quality assurance, e-business and m-business solution manager, and business intelligence. Students completing the program complete coursework that addresses the key functional areas of management, accounting, finance, and marketing. Students also apply business intelligence knowledge and skills within a real-world environment, preparing graduates for entry-level management of information systems positions in business.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Business Administration Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Business Administration with an Emphasis in Business Intelligence	120 credits

Business Administration Major

MKT 245	Principles of Marketing	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MGT 240	Introduction to Management	4 credits
BIT 200	Introduction to Computer Technology	4 credits
ACC 350	Managerial Accounting	4 credits
BUS 352	Business Statistics	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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FIN 350	Fundamentals of Business Finance	4 credits
SYM 400	Introduction to Database Structures	4 credits
SYM 405	Business Programming	4 credits
BIT 415	IT Project Management	4 credits
BIT 417	IT Governance and Ethics	4 credits
BIT 430	Introduction to Business Analytics	4 credits
BIT 435	Advanced Business Analytics	4 credits
BIT 440	Web Analytics	4 credits
BIT 450	Current Topics in IT and Business Intelligence	4 credits
BUS 485[Δ]	Strategic Management[Δ]	4 credits
Total Business Administration Major		68 credits

Bachelor of Science in Business Management

Grand Canyon University's Bachelor of Science in Business Management program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level management positions in business through coursework that addresses the key functional areas of management, accounting, finance, marketing, operations, and human resources.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Business Management Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Business Management	120 credits

Business Management Major

MGT 240	Introduction to Management	4 credits
ECN 220	Introduction to Economics	4 credits
MKT 245	Principles of Marketing	4 credits
ACC 250	Financial Accounting	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
MGT 420	Organizational Behavior and Management	4 credits
MGT 410	Servant Leadership	4 credits
MGT 434	Human Resources	4 credits
ENT 435	Intrapreneurship and Innovation	4 credits
MGT 455	Productions/ Operations Management	4 credits
MGT 492	Organizational Change and Development	4 credits
BUS 485[Δ]	Strategic Management	4 credits
Total Business Management Major		56 credits

Bachelor of Science in Entrepreneurial Studies

Grand Canyon University's Bachelor of Science in Entrepreneurial Studies program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program is built on the principles of personal integrity, values, and innovation. It provides students with the personal and business skills to think analytically, ask the right questions, solve problems, and function as entrepreneurs in their own business or intrapreneurs in larger companies.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Entrepreneurial Studies Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Entrepreneurial Studies	120 credits

Entrepreneurial Studies Major

MKT 245	Principles of Marketing	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
ACC 350	Managerial Accounting	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
MGT 420	Organizational Behavior and Management	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
ENT 320	Public Relations and Networking Skills	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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ENT 420	New Venture Financing	4 credits
ENT 435	Intrapreneurship and Innovation	4 credits
MGT 455	Production/ Operations Management	4 credits
ENT 445	Business Planning for Entrepreneurs	4 credits
BUS 485[Δ]	Strategic Management	4 credits
Total Entrepreneurial Studies Major		56 credits

Bachelor of Science in Finance and Economics

Grand Canyon University's Bachelor of Science in Finance and Economics program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level positions in corporate finance and in banking, insurance, and investment companies.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Marketing Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Finance and Economics	120 credits

Finance and Economics Major

MKT 245	Principles of Marketing	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
ACC 350	Managerial Accounting	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
MGT 420	Organizational Behavior and Management	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
ECN 360	Intermediate Economics	4 credits
FIN 450	Intermediate Finance	4 credits
FIN 451	Investments and Portfolio Management	4 credits
MGT 455	Production/ Operations Management	4 credits
ECN 450	International Trade and Finance	4 credits
BUS 485[Δ]	Strategic Management	4 credits
Total Finance and Economics Major		56 credits

Bachelor of Science in Marketing

Grand Canyon University's Bachelor of Science in Marketing program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop the global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level management positions in corporate marketing or brand management through major coursework that addresses marketing principles, marketing management, and the key elements of advertising and public relations.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Marketing Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Marketing	120 credits

Marketing Major

MKT 245	Principles of Marketing	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
ACC 350	Managerial Accounting	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
MGT 420	Organizational Behavior and Management	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
MKT 345	Buyer and Consumer Behavior	4 credits
MKT 415	Promotion and Advertising	4 credits
MKT 445	Marketing Research and Reporting	4 credits
MGT 455	Production/ Operations Management	4 credits
MKT 450	Marketing Management	4 credits
BUS 485[Δ]	Strategic Management	4 credits
Total Marketing Major		56 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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Bachelor of Science in Sports Management

The Bachelor of Science in Sports Management prepares students to become professional managers in areas such as sports marketing, sports media, amateur and professional athletics, and sports and entertainment event planning. Coursework focuses on key business skills with specific application to the sports industry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Sports Management Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Sports Management	120 credits

Sports Management Major

MKT 245	Principles of Marketing	4 credits
ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
BUS 232	Introduction to Sports Management	4 credits
ACC 350	Managerial Accounting	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
MGT 420	Organizational Behavior and Management	4 credits
BUS 352	Business Statistics	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
MGT 455	Production/ Operations Management	4 credits
MKT 373	Sports Marketing	4 credits
BUS 364	Sports Law	4 credits
BUS 372	Sports Event Planning	4 credits
BUS 485[Δ]	Strategic Management	4 credits
Total Sports Management Major		56 credits

School of Business Studies: Graduate Programs

The Ken Blanchard College of Business offers the Master of Business Administration (MBA) program provides emphases in Accounting, Finance, Health Systems Management, Leadership, Marketing, and Strategic Human Resource Management. The Master of Business Administration (MBA) degree is designed for working professionals who desire to complete their graduate degree without interrupting their professional careers. The program consists of 39-51 graduate credit hours. It affords students the opportunity to develop cross-functional business-management skills, preparing business practitioners for advanced management and executive positions. Students have the option of completing two emphasis areas as part of their MBA degree. Students with the necessary academic or professional background who complete two courses per semester on a trimester basis will be able to complete the MBA program in just over two years. The Ken Blanchard College of Business MBA Program is fully accredited by the Accreditation Council of Business Schools and Programs (ACBSP).

The Master of Science in Accounting program prepares students to sit for the CPA exam and provides opportunities for current CPAs and accountants to advance their skills in theory, practice, and research.

Executive Master of Business Administration

The Ken Blanchard Executive Master of Business Administration is designed to equip competent executives and high-potential senior managers with the skills needed to lead organizations to performance excellence by creating dynamic organizations, passionate employees, devoted customers, satisfied investors, and grateful communities.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

MGT 630	Leading Self	3 credits
BUS 641	Building Innovative Organizations	3 credits
BUS 640	Building Efficient Organizations	3 credits
ACC 633	Financial Intelligence and Decision Making	3 credits
FIN 638	Financial Management	3 credits
MGT 636	Leading Others	3 credits
MGT 635	Leveraging Human Capital	3 credits
BUS 637	Serving Communities	3 credits
ECN 634	Managerial Economics	3 credits
MKT 631	Customer Value and Service Excellence	3 credits
MGT 639	Strategic Advantage within the Global Economy	3 credits
MKT 632	Solutions-Based Relationship Management and Branding	3 credits
MGT 642	Leading Organizations	3 credits
Total Executive Master of Business Administration		39 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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Master of Business Administration

The Master of Business Administration program is designed for working professionals who desire to complete a program of study that allows focus across technical, human, and conceptual skills that encompass the functional areas of business. The core courses in the MBA program allow the student to develop strong foundations across accounting, economics, finance, information systems, management, marketing and quantitative methods provided in the core courses. Courses in the critical areas of leadership and human resources management will provide the student the broad management perspective as well as the analytical and interpersonal skills needed to succeed in global business.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
LDR 600	Leadership Styles and Development	4 credits
HRM 640	Designing HR for Competitive Advantage	4 credits
Total Master of Business Administration		54 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration with an Emphasis in Accounting

Grand Canyon University's Master of Business Administration with an Emphasis in Accounting program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for advanced management positions in corporate or public accounting through emphasis coursework that addresses the areas of financial accounting and reporting, management accounting and reporting, auditing, regulation, and specialized accounting and emerging topics.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
ACC 651	Internal Auditing	4 credits
ACC 660	Advanced Financial Accounting	4 credits
Total Master of Business Administration with an Emphasis in Accounting		54 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken

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courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration with an Emphasis in Finance

Grand Canyon University's Master of Business Administration with an Emphasis in Finance program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program provides students with the skills necessary to demonstrate proficiency in corporate financial management and investments in order to ensure corporate solvency, profitability, and efficiency.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
FIN 655	Investments	4 credits
FIN 660	Advanced Financial Strategies	4 credits
Total Master of Business Administration with an Emphasis in Finance		54 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration with an Emphasis in Health Systems Management

Grand Canyon University's Master of Business Administration with an Emphasis in Health Systems Management program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for critical leadership roles in current and future organizations through coursework that addresses leadership theory, problem solving, organizational leadership, self-leadership, and highly effective teams. The program prepares students for advanced management or senior administration positions in the health care industry through coursework that addresses the legal and ethical concerns in health care and health care policies and economics.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
HLT 520	Legal and Ethical Principles in Health Care	4 credits
HCA 530	Health Care Policies and Economics	4 credits
Total Master of Business Administration with an Emphasis in Health Systems Management		54 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration with an Emphasis in Leadership

Grand Canyon University's Master of Business Administration with an Emphasis in Leadership program provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for critical leadership roles in current and future organizations through coursework that addresses leadership theory, problem solving, organizational leadership, self-leadership, and highly effective teams.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
LDR 600	Leadership Styles and Development	4 credits
LDR 615	Organizational Development and Change	4 credits
Total Master of Business Administration with an Emphasis in Leadership		54 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration with an Emphasis in Marketing

Grand Canyon University's Master of Business Administration with an Emphasis Marketing provides students with the capacity for transformational leadership through the application of business practices. The program highlights the impact of the global economy on organizational decision making, planning, and sourcing of organizational resources. Students draw upon interpersonal skills to address each practice, as well as to comprehend the influence that diverse cultures have on it. The use of telecommunications, emerging technologies, and e-commerce applications combine with essential business principles that encompass finance, accounting, economics, marketing, and management, providing students with the capacity to lead and manage business enterprises both effectively and ethically. The program encourages students to be informed critical thinkers and decision makers through active research and the application of quantitative methods that transform raw data into useful information. The program prepares students to compete for advanced management positions in corporate marketing or brand management through emphasis coursework that addresses the areas of services marketing, marketing management, and technology as tool.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
MKT 650	Services Marketing	4 credits
MKT 660	International Marketing	4 credits
Total Master of Business Administration with an Emphasis in Marketing		54 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Business Administration with an Emphasis in Strategic Human Resource Management

The Master of Business Administration with an Emphasis in Strategic Human Resource Management covers the Society for Human Resource Management's critical competencies. By aligning this program to the human resource competencies identified by the Society of Human Resource Management (SHRM), students will be well-prepared for careers as senior human resources specialists or as general managers with strong strategic HR acumen.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
HRM 635	Acquiring, Developing, and Leveraging Human Capital	4 credits
HRM 640	Designing HR for Competitive Advantage	4 credits
Total Master of Business Administration with an Emphasis in Strategic Human Resource Management		54 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

Master of Science in Accounting

Grand Canyon University's Master of Science in Accounting program is designed to enhance theoretical and practical accounting skills for practitioners, researchers, and educators. The program prepares students to sit for the CPA exam and provides opportunities for current CPAs and accountants to advance their skills in theory, practice, and research. The coursework focuses on advanced accounting, auditing, and taxation practices in accordance with current rules and regulations.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits

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FIN 504	Finance Principles	4 credits
ACC 616	Financial Research and Compliance	4 credits
ACC 653	Advanced Managerial and Cost Accounting	4 credits
ACC 651	Internal Auditing	4 credits
ACC 613	Taxation	4 credits
ACC 623	Business Law and Ethics for Accounting	4 credits
ACC 662	Advanced Accounting and Mergers and Acquisitions	4 credits
ACC 664	Forensic Accounting and Fraud Examination	4 credits
FIN 650	Managerial Finance	4 credits
ACC 665	Tax Planning and Business Strategy	4 credits
Total Master of Science in Accounting		50 credits

With regard to the ACC 502 and FIN 504, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be re-registered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these Master of Science in Accounting Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the Master of Science in Accounting Fundamentals courses.

School of Business Studies: Dual-Degree Programs

The Ken Blanchard College of Business offers two dual-degree graduate programs: the Master of Business Administration and Master of Science in Leadership, as well as the Master of Business Administration and Master of Science-Nursing with an Emphasis in Nursing Leadership in Health Care Systems.

Information concerning the Master of Science in Nursing: Nursing Leadership in Health Care Systems program is located in the College of Nursing and Health Professions section of the Academic Catalog.

Master of Business Administration and Master of Science in Leadership (Dual Degree)

Grand Canyon University's Master of Business in Administration and Master of Science in Leadership (MBA/MSL) dual degree program is designed for students who desire to pursue a traditional MBA degree and a leadership degree concurrently. Graduates will be able to integrate a conceptual foundation for an executive leadership role that emphasizes the immediate application of ethical and practical leadership skills. They will be able to identify patterns, connections, and relationships across business practices within organizational systems in order to address organizational performance challenges. Students will combine their business management and leadership skills to successfully analyze and evaluate structures, processes, and systems within changing organizational environments in order to build highly effective organizations.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
LDR 600	Leadership Styles and Development	4 credits
LDR 610	Power, Politics, and Influence	4 credits
LDR 615	Organizational Development and Change	4 credits
LDR 630	Servant Leadership	4 credits
LDR 640	Leadership and Innovation	4 credits
Total Master of Business Administration and Master of Science in Leadership		66 credits

With regard to the ACC 502, FIN 504, and SYM 506, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems (Dual Degree)

The Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems dual-degree program is designed to afford students the opportunity to develop cross functional business management skills, preparing business practitioners for advanced management and executive positions combined with specialized study in leadership theory and application.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
FIN 504	Finance Principles	4 credits
ACC 502	Accounting Practices	4 credits
ECN 601	Economics	4 credits
BUS 660	Quantitative Methods	4 credits
MKT 607	Marketing Management	4 credits
ACC 650	Managerial Accounting	4 credits
MGT 655	Operations Management	4 credits
FIN 650	Managerial Finance	4 credits
MGT 660	Strategic Management	4 credits
NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
LDR 600	Leadership Styles and Development	4 credits
LDR 615	Organizational Development and Change	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total MBA and MSN with an Emphasis in Nursing Leadership in Health Care Systems		66 credits

With regard to the ACC 502 and FIN 504, students may be registered into the 600-level courses before all grades from the 500-level courses are tabulated in the student record; as a result, students may be reregistered into a 500-level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

School of Professional Studies

For working adults seeking an undergraduate degree, the School of Professional Studies offers the following undergraduate degree programs:

- Bachelor of Science in Applied Management
- Bachelor of Science in Public Safety and Emergency Management
- Bachelor of Science in Public Safety Administration (available to members of the military only)

All undergraduate-level Professional Studies programs are open to students that have satisfied the basic standards for admission, regardless of credit level. Students that begin a Professional Studies program at a Freshman or Sophomore level must complete the General Education and/or elective requirements before they will be permitted to begin the core coursework. Students at a Junior level or above can go directly into the core coursework.

The School of Professional Studies also offers the following graduate-level degree programs:

- Master of Public Administration with Emphases in
  - Government and Policy
  - Health Care Management
- Master of Science in Leadership
- Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership

In addition to its degree offerings, the Ken Blanchard College of Business offers students the opportunity to be a member of Alpha Sigma Lambda. Alphas Sigma Lambda is a national honor society open to both graduate and undergraduate students by invitation only, based primarily upon scholastic achievement.

School of Professional Studies: Undergraduate Programs

Bachelor of Science in Applied Management

Grand Canyon University's Bachelor of Science in Applied Management program is designed to provide working professionals skills and concepts that will be immediately applicable to their organizations. The program emphasizes organizational behavior, real-world management, leadership and supervision, marketing concepts, managerial accounting, and effective oral and written business communications required of business managers.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Applied Management Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Applied Management Credits	120 credits

Applied Management Major

PSC 410	Servant Leadership	4 credits
MGT 420	Organizational Behavior and Management	4 credits
AMP 434	Human Resources	4 credits
AMP 415	Financial Decision Making	4 credits
AMP 425	Marketing Environment	4 credits
AMP 435	Intrapreneurship and Innovation	4 credits
AMP 492	Organizational Change and Development	4 credits
PSC 450	Project Management	4 credits

Action Research Project must be the last course taken in this program.

PSC 495	Action Research Project	4 credits
Total Applied Management Major		36 credits
Total Master of Public Health		48 credits

Bachelor of Science in Public Safety and Emergency Management

Grand Canyon University's Bachelor of Science in Public Safety and Emergency Management program is a bachelor's degree completion program that provides a theoretical and applied approach to the professional education of students, while ensuring relevance to the homeland security and public safety industries. The program emphasizes the fundamentals of emergency management while providing an interdisciplinary course of study in the skills and practices of emergency planning and management. Candidates for the degree include those working in or desirous of working in one of several fields, including emergency management, fire protection, emergency medical response, law enforcement, environmental health and safety, and other related fields. The program highlights the application of research methodology; the utilization of communication skills at the personal, professional, and public level; and the development of professional skills and knowledge in the fields of public safety and emergency management.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Public Safety and Emergency Management Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Public Safety and Emergency Management Credits	120 credits

Public Safety and Emergency Management Major

PSC 410	Servant Leadership	4 credits
MGT 420	Organizational Behavior and Management	4 credits
EMM 300	History and Development of Emergency Management	4 credits
EMM 305	Emergency Operations and Techniques	4 credits
EMM 310	Mitigation Planning	4 credits
EMM 415	Disaster Response and Recovery	4 credits
EMM 442	Terrorism's Impact on Emergency Management	4 credits
PSC 450	Project Management	4 credits

Action Research Project must be the last course taken in this program.

PSC 495	Action Research Project	4 credits
Total Public Safety and Emergency Management Major		36 credits

School of Professional Studies: Graduate Programs

Master of Public Administration with an Emphasis in Government and Policy

Grand Canyon University's Master of Public Administration prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government, health care administration, and other quasi- and/or non-governmental organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public sector organizations today. This program offers two emphasis areas from which students can choose: health care management and government and policy.

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ADM 614	Economics for Public Administrators	4 credits
HRM 635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR 630	Servant Leadership	4 credits
ADM 624	Public Governance	4 credits
ADM 626	Public Budgeting and Financial Management	4 credits
ADM 632	Intergovernmental Relations	4 credits
ADM 634	Policy Studies	4 credits
ADM 636	Law and Administrative Process	4 credits
Total Master of Public Administration with an Emphasis in Government and Policy		38 credits

Master of Public Administration with an Emphasis in Health Care Management

Grand Canyon University's Master of Public Administration prepares students for careers in the public sector. The program is targeted at individuals working or desirous of finding employment in all levels of government, health care administration, and other quasi- and/or non-governmental organizations. The coursework gives students the opportunity to apply administrative skills in the areas of leadership, human capital development, policy, and governance within a public sector environment. Students will be challenged to identify and provide solutions for the unique issues facing public sector organizations today. This program offers two emphasis areas from which students can choose: health care management and government and policy.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
ADM 614	Economics for Public Administrators	4 credits
HRM 635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR 630	Servant Leadership	4 credits
ADM 624	Public Governance	4 credits
ADM 626	Public Budgeting and Financial Management	4 credits
HCA 515	Analysis of Contemporary Health Care Delivery Models	4 credits
HLT 520	Legal and Ethical Principles in Health Care	4 credits
HCA 530	Health Care Policies and Economics	4 credits
Total Master of Public Administration with an Emphasis in Health Care Management		38 credits

Master of Science in Leadership

Grand Canyon University's Master of Science in Leadership program provides students with the skills to develop professionally and gain self-confidence in their own leadership styles. Students learn to integrate a conceptual foundation for an executive leadership role that emphasizes the immediate application of ethical and practical leadership skills as well as the ability to create, communicate, and influence decisions using critical thinking and problem-solving skills that are grounded in theory and research. The program emphasizes establishing and maintaining relationships based on intrapersonal and interpersonal communication skills in order to lead diverse and global organizations.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
LDR 600	Leadership Styles and Development	4 credits
LDR 610	Power, Politics, and Influence	4 credits
LDR 615	Organizational Development and Change	4 credits
LDR 620	Leading as a General Manager	4 credits
LDR 630	Servant Leadership	4 credits
HRM 635	Acquiring, Developing, and Leveraging Human Capital	4 credits
LDR 640	Leadership and Innovation	4 credits
LDR 645	Cross-Cultural Communication	4 credits
Total Master of Science in Leadership Credits		38 credits

Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership

Grand Canyon University's Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership provides students with the skills to develop professionally and gain self-confidence in their own leadership styles. The program offers an opportunity for graduates of the

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National Fire Academy's Executive Fire Officer Program (NFA-EEOP) to complete a graduate degree. Students learn to integrate a conceptual foundation for an executive leadership role that emphasizes the immediate application of ethical and practical leadership skills as well as disaster preparation and crisis management. Environmental issues directly related to leadership skills development and content required of leaders in the area of emergency public safety and disaster preparedness will also be addressed.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
MGT 605	Leadership and Organizations	4 credits
LDR 600	Leadership Styles and Development	4 credits
LDR 610	Power, Politics, and Influence	4 credits
LDR 615	Organizational Development and Change	4 credits
LDR 620	Leading as a General Manager	4 credits
EMM 600	Emergency Planning and Management	4 credits
EMM 605	Economic and Human Issues	4 credits
EMM 610	Law and Legal Issues	4 credits
EMM 641	Understanding Terrorism's Threats	4 credits
Total Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership Credits		38 credits

School of Professional Studies: Population-Specific Program

The following program is only available to members of the military

Bachelor of Science in Public Safety Administration

Grand Canyon University's Bachelor of Science in Public Safety Administration program is an undergraduate degree program that provides a theoretical and applied approach to the professional education of students, while ensuring relevance to the homeland security and protection industry. The program highlights the application of research methodology; the utilization of communication skills at the personal, professional, and public level; and the development of professional skills and knowledge in the field of public safety.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Public Safety Administration Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Public Safety Administration	120 credits

Public Safety Administration Major

PSA 350V	Managerial Communications	3 credits
PSA 433V[Δ]	Research Methodology	3 credits
PSA 438V	Human Resource Management	3 credits
PSA 332V	Political and Legal Systems	3 credits
PSA 360V	Information Technology and Systems	3 credits
PSA 440V	Ethics in Public Safety	3 credits
PSA 439V	Leadership in Public Safety	3 credits
PSA 351V	Public Safety and the Community	3 credits
PSA 490V	Organizational Development and Change	3 credits
PSA 460V	Project Management	3 credits
PSA 435V	Strategic Planning	3 credits
PSA 495V	Public Safety Capstone	3 credits
Total Bachelor of Science in Public Safety Administration Major		36 credits

Minors

The Ken Blanchard College of Business offers minors in the following areas:

Minor in Accounting

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

ACC 250	Financial Accounting	4 credits
ACC 350	Managerial Accounting	4 credits
ACC 370	Intermediate Accounting I	4 credits
ACC 371	Intermediate Accounting II	4 credits
ACC 360	Cost Accounting	4 credits
Total Minor in Accounting		20 credits

Minor in Business Administration

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

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ECN 220	Introduction to Economics	4 credits
ECN 360	Intermediate Economics	4 credits
ACC 250	Financial Accounting	4 credits
ACC 350	Managerial Accounting	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
FIN 450	Intermediate Finance	4 credits
MKT 245	Principles of Marketing	4 credits
MKT 450	Marketing Management	4 credits
Total Minor in Business Administration		32 credits

Minor in Business Management

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

MGT 410	Servant Leadership	4 credits
MGT 420	Organizational Behavior and Management	4 credits
MGT 434	Human Resources	4 credits
ENT 435	Intrapreneurship and Innovation	4 credits
MGT 492	Organizational Change and Development	4 credits
Total Minor in Business Management		20 credits

Minor in Entrepreneurial Studies

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

ENT 320	Public Relations and Networking Skills	4 credits
ENT 420	New Venture Financing	4 credits
ENT 435	Intrapreneurship and Innovation	4 credits
ENT 445	Business Planning for Entrepreneurs	4 credits
Total Minor in Entrepreneurial Studies		16 credits

Minor in Finance and Economics

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

ECN 220	Introduction to Economics	4 credits
ECN 360	Intermediate Economics	4 credits
ACC 250	Financial Accounting	4 credits
FIN 350	Fundamentals of Business Finance	4 credits
FIN 450	Intermediate Finance	4 credits
FIN 451	Investments and Portfolio Management	4 credits
ECN 450	International Trade and Finance	4 credits
Total Minor in Finance and Economics		28 credits

Minor in Marketing

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

MKT 245	Principles of Marketing	4 credits
MKT 345	Buyer and Consumer Behavior	4 credits
MKT 415	Promotion and Advertising	4 credits
MKT 445	Marketing Research and Reporting	4 credits
MKT 450	Marketing Management	4 credits
Total Minor in Marketing		20 credits

Minor in Sports Management

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

BUS 232	Introduction to Sports Management	4 credits
MKT 245	Principles of Marketing	4 credits
MKT 373	Sports Marketing	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
BUS 364	Sports Law	4 credits
BUS 372	Sports Event Planning	4 credits
Total Minor in Sports Management		24 credits

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The College of Doctoral Studies

College of Doctoral Studies Description

The College of Doctoral Studies provides planning, administration, and evaluation of GCU doctoral programs. The College is responsible for operations concerning doctoral learners including screening applications, assessing students' needs for support services, interfacing with Enrollment, planning and participating in residencies, helping to develop course materials, and providing support throughout the doctoral process. The College provides oversight to the selection of doctoral faculty and contributes to faculty training and evaluation.

College Mission

The College develops expert practitioners and researchers who become leaders in the disciplines and communities they serve.

College Vision

Through innovative uses of technology, collaboration, and learning communities, the College of Doctoral Studies will be the premier provider of online doctoral education.

College Features

Innovative programs in the College of Doctoral Studies are designed to develop scholars through instruction in theory and research, and through practitioners' knowledge. These activities prepare learners to produce scholarly literature, solve problems, and enhance performance in professional roles. The doctoral programs leverage the knowledge and expertise of faculty, learners, and experts external to the University through learning communities specific to the issues, concepts, and methods of a given discipline. Furthermore, the College of Doctoral Studies emphasizes that graduates apply their professional knowledge and services to the benefit of the community.

Doctoral Program Goals

The College of Doctoral Studies expects its graduates to:

- Be experts in the concepts and methods of their disciplines.
- Create new ways to explain, predict, and improve performance within their areas of expertise.
- Conduct scholarly research that creates knowledge and leads to effective actions.
- Exercise ethical and effective leadership.
- Lead through critical analysis and creative solutions.

Doctoral Programs

Bridge to Doctor of Business Administration

The Bridge to the Doctor of Business Administration program is designed for learners with a master's degree in in a field other than business administration who desire to pursue a doctoral degree in business administration. Courses in the bridge program are graduate-level courses that are considered essential requisites to doctoral business study. Upon completion of bridge courses, learners enter the Doctor of Business Administration degree program.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

ACC 502	Accounting Practices	4 credits
FIN 504	Finance Principles	4 credits
SYM 506	Applied Business Probability and Statistics	4 credits

Doctor of Business Administration with an Emphasis in Management

Grand Canyon University's Doctor of Business Administration with an Emphasis in Management program is designed for those who desire a deeper understanding of business theory and its application to their area of professional interest. Graduates learn to create, advance, and disseminate new knowledge in a business field and will be prepared to apply it as practitioners and experts in organizations. The degree also prepares graduates to be educators and administrators in institutions of higher learning.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
DBA 805	Management Theory in a Global Economy	3 credits
DBA 810	Contemporary Issues in Marketing	3 credits
MGT 805	Designing Organizational Structures	3 credits
DBA 815	Economics for Business Decisions	3 credits

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MGT 810	Intellectual Capital in a Learning Organization	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 861	Analysis of Existing Research	3 credits
DBA 820	Emerging Issues in Financial Management	3 credits
MGT 815	Managing Stakeholder Relationships	3 credits
DBA 830	Statistics for Business Research	3 credits
LDR 805	Innovation: The Last Frontier of Competitive Advantage	3 credits
MGT 820	Using Business Analytics for Competitive Advantage	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
RES 865	Research Design and Methods	3 credits
DBA 825	Creating Sustainable Competitive Advantage	3 credits
RES 871	Developing the Formal Proposal	3 credits
DBA 955	Dissertation I	3 credits
DBA 960	Dissertation II	3 credits
DBA 965	Dissertation III	3 credits
Total Doctor of Business Administration with an Emphasis in Management		60 credits

Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health will advance the study of leadership within the field of behavior health with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR 802	Progressions in Leadership Thought	3 credits
LDR 800	Ethical Dilemmas and Stewardship	3 credits
RES 850	Foundations for Research	3 credits
PCN 807	Psychopathology, Behavioral Assessment, and Interventions	3 credits
PCN 812	Behavioral Health Management	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 861	Analysis of Existing Research	3 credits
PCN 820	Behavioral Health Clinical Supervision	3 credits
PCN 822	Behavioral Health Entrepreneurship	3 credits
RES 866	Approaches to Research Design and Data Analysis	3 credits
LDR 825	Strategic Planning and Change	3 credits
LDR 804	Leading Across Cultures	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
RES 880	Formalizing the Research Prospectus	3 credits
PCN 805	Consultation for Behavioral Health Professionals	3 credits
RES 885	Developing the Research Proposal	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Behavioral Health		60 credits

Doctoral learners who did not complete their dissertation in DIS 965 must take one or more of the following in order to complete their dissertation:

DIS 966	Research Continuation I	3 credits
DIS 967	Research Continuation II	3 credits
DIS 968	Research Continuation III	3 credits
DIS 969	Research Continuation IV	3 credits
DIS 970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and

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responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry will advance the study of leadership within the field of Christian ministry with an in-depth research-based approach to facilitate leadership within Christian ministry and society.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR 802	Progressions in Leadership Thought	3 credits
LDR 800	Ethical Dilemmas and Stewardship	3 credits
RES 850	Foundations for Research	3 credits
MIN 807	Disciple Making in the Leadership Context	3 credits
MIN 812	Theology of Leadership	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 861	Analysis of Existing Research	3 credits
MIN 817	Christian Ministry and Culture	3 credits
MIN 822	Trends and Issues in Christian Ministry	3 credits
RES 866	Approaches to Research Design and Data Analysis	3 credits
LDR 825	Strategic Planning and Change	3 credits
LDR 804	Leading Across Cultures	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
RES 880	Formalizing the Research Prospectus	3 credits
MIN 827	Practical Considerations in Christian Ministry	3 credits
RES 885	Developing the Research Proposal	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Christian Ministry		60 credits

Doctoral learners who did not complete their dissertation in DIS 965 must take one or more of the following in order to complete their dissertation:

DIS 966	Research Continuation I	3 credits
DIS 967	Research Continuation II	3 credits
DIS 968	Research Continuation III	3 credits
DIS 969	Research Continuation IV	3 credits
DIS 970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership will advance the study of leadership within the field of higher education leadership with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR 802	Progressions in Leadership Thought	3 credits
LDR 800	Ethical Dilemmas and Stewardship	3 credits
RES 850	Foundations for Research	3 credits

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EDU 805	History and Politics of Higher Education	3 credits
EDU 812	Governance and Structures in Higher Education	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 861	Analysis of Existing Research	3 credits
EDU 817	Building a Community of Scholars in Higher Education	3 credits
EDU 822	Fiscal Management in Higher Education	3 credits
RES 866	Approaches to Research Design and Data Analysis	3 credits
LDR 825	Strategic Planning and Change	3 credits
LDR 804	Leading Across Cultures	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
RES 880	Formalizing the Research Prospectus	3 credits
EDU 827	Strategic Planning in Higher Education	3 credits
RES 885	Developing the Research Proposal	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership		60 credits

Doctoral learners who did not complete their dissertation in DIS 965 must take one or more of the following in order to complete their dissertation:

DIS 966	Research Continuation I	3 credits
DIS 967	Research Continuation II	3 credits
DIS 968	Research Continuation III	3 credits
DIS 969	Research Continuation IV	3 credits
DIS 970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in K-12 Leadership will advance the study of leadership within the field of K-12 education leadership with an in-depth, research-based approach to facilitate the leadership abilities and role as a strategic professional.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR 802	Progressions in Leadership Thought	3 credits
LDR 800	Ethical Dilemmas and Stewardship	3 credits
RES 850	Foundations for Research	3 credits
EDL 807	History and Politics of K-12 Education	3 credits
EDL 812	Governance and Structures in K-12 Education	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 861	Analysis of Existing Research	3 credits
EDL 817	Building a K-12 Community	3 credits
EDL 822	Trends and Issues in K-12 Education	3 credits
RES 866	Approaches to Research Design and Data Analysis	3 credits
LDR 825	Strategic Planning and Change	3 credits
LDR 804	Leading Across Cultures	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
RES 880	Formalizing the Research Prospectus	3 credits
EDL 827	Strategic Planning in K-12 Education	3 credits
RES 885	Developing the Research Proposal	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
Total Doctor of Education in Organizational With an Emphasis in K-12 Leadership		60 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Doctoral learners who did not complete their dissertation in DIS 965 must take one or more of the following in order to complete their dissertation:

DIS 966	Research Continuation I	3 credits
DIS 967	Research Continuation II	3 credits
DIS 968	Research Continuation III	3 credits
DIS 969	Research Continuation IV	3 credits
DIS 970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Organizational Development will examine organizational culture, communication, and leader/follower interaction, and will analyze organizational models using constructs from research to explain behaviors and events in an organizational setting.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR 802	Progressions in Leadership Thought	3 credits
LDR 800	Ethical Dilemmas and Stewardship	3 credits
RES 850	Foundations for Research	3 credits
ORG 807	Stakeholders: Roles in Organizations	3 credits
ORG 812	Organizational Theory, Structure, and Process	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 861	Analysis of Existing Research	3 credits
ORG 817	Systems Thinking: Building Organizations That Last	3 credits
ORG 822	Individual Differences and Organizational Outcomes	3 credits
RES 866	Approaches to Research Design and Data Analysis	3 credits
LDR 825	Strategic Planning and Change	3 credits
LDR 804	Leading Across Cultures	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
RES 880	Formalizing the Research Prospectus	3 credits
ORG 827	Strategic Decision Making	3 credits
RES 885	Developing the Research Proposal	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
Total Doctor of Education in Organizational With an Emphasis in Organizational Development		60 credits

Doctoral learners who did not complete their dissertation in DIS 965 must take one or more of the following in order to complete their dissertation:

DIS 966	Research Continuation I	3 credits
DIS 967	Research Continuation II	3 credits
DIS 968	Research Continuation III	3 credits
DIS 969	Research Continuation IV	3 credits
DIS 970	Research Continuation V	3 credits

Doctor of Education in Organizational Leadership with an Emphasis in Special Education

The Doctor of Education in Organizational Leadership program develops the learner's ability to generate new knowledge and responsibly apply knowledge to achieve high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Learners will study the major bodies of literature in leadership, reflect critically on existing theory, and identify appropriate applications of theory in education, business, and other organizational cultures. Learners will develop academic and organizational research expertise through the study of statistical and research methodologies. The program of study is consistent with Grand Canyon University's mission to develop learners who are global citizens, critical thinkers, effective communicators, and responsible leaders.

Graduates who earn the Doctor of Education in Organizational Leadership with an Emphasis in Special Education will advance the study of leadership within the field of special education with an in-depth research-based approach to facilitate the leadership abilities and role as a strategic professional.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
LDR 802	Progressions in Leadership Thought	3 credits
LDR 800	Ethical Dilemmas and Stewardship	3 credits
RES 850	Foundations for Research	3 credits
SPE 807	Foundations of Special Education	3 credits
SPE 812	Special Education Law	3 credits
RSD 851	Residency: Dissertation	3 credits
RES 861	Analysis of Existing Research	3 credits
SPE 817	Supervision and Administration of Special Education	3 credits
SPE 822	Fiscal Management in Special Education	3 credits
RES 866	Approaches to Research Design and Data Analysis	3 credits
LDR 825	Strategic Planning and Change	3 credits
LDR 804	Leading Across Cultures	3 credits
RSD 881	Residency: Presentation of Progress or Results	3 credits
RES 880	Formalizing the Research Prospectus	3 credits
SPE 827	Perspectives in Special Education	3 credits
RES 885	Developing the Research Proposal	3 credits
DIS 955	Dissertation I	3 credits
DIS 960	Dissertation II	3 credits
DIS 965	Dissertation III	3 credits
Total Doctor of Education in Organizational With an Emphasis in Special Education		60 credits

Doctoral learners who did not complete their dissertation in DIS 965 must take one or more of the following in order to complete their dissertation:

DIS 966	Research Continuation I	3 credits
DIS 967	Research Continuation II	3 credits
DIS 968	Research Continuation III	3 credits
DIS 969	Research Continuation IV	3 credits
DIS 970	Research Continuation V	3 credits

Doctor of Philosophy in General Psychology with an Emphasis in Cognition and Instruction

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human behavior and mental processes. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of instruction include five emphasis courses in cognition, research methods, and quantitative and qualitative statistics, as well as history and systems in psychology, personality, and social, biological, and developmental psychology. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

PSY 801	Doctoral Studies in Psychology	3 credits
PSY 805	Advanced Social Psychology	3 credits
PSY 810	History and Systems of Psychology	3 credits
PSY 820	Cognitive Science	3 credits
PSY 812	Tests and Measurements	3 credits
PSY 845	Doctoral Statistics	3 credits
PSY 860	Human Learning and Cognition	3 credits
PSY 815	Ethical Issues in Psychology	3 credits
PSY 863	Cognition and Instruction	3 credits
PSY 870	Multivariate Statistics	3 credits
PSY 866	Social Cognition	3 credits
PSY 840	Personality Psychology	3 credits
PSY 828	Advanced Life Span Development	3 credits
PSY 850	Qualitative Research Methods	3 credits
PSY 843	Program Evaluation	3 credits
PSY 847	Biological Psychology	3 credits
PSY 825	Advanced Research Design	3 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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PSY 955	Dissertation I	3 credits
PSY 960	Dissertation II	3 credits
PSY 965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Cognition and Instruction		60 credits

Doctor of Philosophy in General Psychology with an Emphasis in Industrial and Organizational Psychology

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human behavior and mental processes. The program prepares individuals to engage their knowledge and skills in the areas of industrial and organizational psychology in applied business-related settings. Core areas of instruction include five emphasis courses in industrial/organizational psychology, research methods, quantitative and qualitative statistics, as well as history and systems of psychology, personality, and social, biological, and developmental psychology. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

PSY 801	Doctoral Studies in Psychology	3 credits
PSY 805	Advanced Social Psychology	3 credits
PSY 810	History and Systems of Psychology	3 credits
PSY 830	Principles of Industrial/ Organizational Psychology	3 credits
PSY 832	Psychology of Leadership	3 credits
PSY 845	Doctoral Statistics	3 credits
PSY 834	Psychology of Consulting and Coaching	3 credits
PSY 815	Ethical Issues in Psychology	3 credits
PSY 836	Principles of Personnel and Human Resource Management	3 credits
PSY 870	Multivariate Statistics	3 credits
PSY 838	Testing and Assessment in the Workplace	3 credits
PSY 840	Personality Psychology	3 credits
PSY 828	Advanced Life Span Development	3 credits
PSY 850	Qualitative Research Methods	3 credits
PSY 843	Program Evaluation	3 credits
PSY 847	Biological Psychology	3 credits
PSY 825	Advanced Research Design	3 credits
PSY 955	Dissertation I	3 credits
PSY 960	Dissertation II	3 credits
PSY 965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Industrial and Organizational Psychology		60 credits

Doctor of Philosophy in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of knowledge include history and systems of psychology, cognition, research methods, and statistics, as well as personality, abnormal, social, multicultural, and developmental psychology. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework.

Graduates of Grand Canyon University's Doctor of Philosophy in General Psychology program with an Emphasis in Integrating Technology, Learning, and Psychology will be able to integrate psychology with technology, instruction, and learning to inform research and create solutions to optimize opportunities for stakeholders.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

PSY 801	Doctoral Studies in Psychology	3 credits
PSY 805	Advanced Social Psychology	3 credits
PSY 810	History and Systems of Psychology	3 credits
PSY 807	Theories of Cognition, Motivation, Collaboration, and Learning	3 credits
PSY 817	Technologies for Learning and Communication	3 credits
PSY 845	Doctoral Statistics	3 credits
PSY 821	Building Community and Social Networking	3 credits
PSY 815	Ethical Issues in Psychology	3 credits
PSY 823	Learning and Communication Design	3 credits
PSY 870	Multivariate Statistics	3 credits
PSY 827	Integrating for Learning and Communication	3 credits
PSY 840	Personality Psychology	3 credits
PSY 828	Advanced Life Span Development	3 credits
PSY 850	Qualitative Research Methods	3 credits
PSY 843	Program Evaluation	3 credits
PSY 847	Biological Psychology	3 credits
PSY 825	Advanced Research Design	3 credits
PSY 955	Dissertation I	3 credits
PSY 960	Dissertation II	3 credits
PSY 965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology		60 credits

Doctor of Philosophy in General Psychology with an Emphasis in Performance Psychology

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Grand Canyon University's Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. The program prepares individuals to engage their knowledge and skills in cognition and instruction in applied settings of teaching and/or conducting psychological research in business, government, or institutions of higher education. Core areas of knowledge include history and systems of psychology, cognition, research methods, and statistics, as well as personality, abnormal, social, multicultural, and developmental psychology. Students are advised to inquire directly with their state if they intend to pursue licensure, as this degree does not lead directly to licensure in and of itself. Entry to this program requires a graduate degree and related coursework.

Graduates of Grand Canyon University's Doctor of Philosophy in General Psychology program with an Emphasis in Performance Psychology will be able to apply theory and practice to conduct original research or work in applied settings such as sport, military, or medical industries to enhance performance of individuals and groups.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

PSY 801	Doctoral Studies in Psychology	3 credits
PSY 805	Advanced Social Psychology	3 credits
PSY 810	History and Systems of Psychology	3 credits
PSY 831	Foundations of Performance Psychology	3 credits
PSY 833	Psychomotor Performance	3 credits
PSY 845	Doctoral Statistics	3 credits
PSY 835	Principles of Behavior Modification	3 credits
PSY 815	Ethical Issues in Psychology	3 credits
PSY 837	Applied Psychology of Leadership	3 credits
PSY 870	Multivariate Statistics	3 credits
PSY 839	Performance Enhancement	3 credits
PSY 840	Personality Psychology	3 credits
PSY 828	Advanced Life Span Development	3 credits
PSY 850	Qualitative Research Methods	3 credits
PSY 843	Program Evaluation	3 credits
PSY 847	Biological Psychology	3 credits
PSY 825	Advanced Research Design	3 credits
PSY 955	Dissertation I	3 credits
PSY 960	Dissertation II	3 credits
PSY 965	Dissertation III	3 credits
Total Doctor of Philosophy in General Psychology with an Emphasis in Performance Psychology		60 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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The College of Education

College of Education Description

The preparation of teachers and administrators for the public and private schools of this nation is a significant responsibility for the College of Education. The programs seek to ensure the highest level of professional and academic competence of the graduate in the classroom. Consequently, most education courses require a certain number of practicum hours. For more detailed information, please refer to the College of Education Web site at: http://www.gcu.edu/College-of-Education.php.

College Mission

Professional education programs at Grand Canyon University are designed to support and promote the university's mission to prepare learners to become global citizens, critical thinkers, effective communicators, and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion.

The College of Education operates as a unit of Grand Canyon University. As such, its mission statement reflects the obligation of the College to support and promote the University's mission as well as to guide its own operations. Within its learners, the College inspires excellence in the art and science of teaching; within its faculty, it does so through their scholarly enterprises. Via its professional education programs, the College teaches learners that all learners can learn and that focused teaching practice can maximize that learning and achievement. The culture and Christian heritage of the University promote a spirit of servant leadership within the College's faculty, staff, and learners so they can minister to people within the broader educational community. And, finally, education is a powerful tool with which to purposefully engage a diverse, global community; the College exhorts its faculty, staff, and learners to do so with fervor.

The essence of the College's mission is embodied in three elements—learning, leading, and serving, which are defined as follows:

Learning

The University believes that all learners can learn and that highly effective, innovative, and collaborative teaching and administration maximizes best practice as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed, and compassionate; they ensure all learners learn to the best of their ability.

Leading

The University believes that education is a powerful tool with which to purposefully engage a diverse, global community. As the College's teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential that they, in turn, will influence their changing world.

Serving

The culture and Christian heritage of the University promote a spirit of servant leadership within the College of Education's faculty, staff, and learners so they can serve people within the broader educational community.

College of Education Promise

Grand Canyon University's College of Education encourages graduates to make a personal commitment of excellence to both their students and the profession. This commitment is nurtured throughout their program of study and solidified during student teaching.

Believing in the preparedness of our graduates, the excellence of our programs, and the personal commitment graduates make to both their students and the profession, the College promises to provide first-year teaching assistance, as necessary, to graduates recommended for teacher certification.

Assistance may be requested by the graduate, principal, or superintendent at no expense and can range from a refresher course in the area of difficulty to GCU faculty mentoring. Coachable areas include, but are not limited to, curriculum planning and design, classroom management, and differentiated instruction. For further information, contact the College of Education's Office of Field Experience.

College Features

The College of Education provides learners with special program features. Practical classroom experience begins as early as the freshman year with a minimum of 100+ hours in the elementary and/or secondary classroom prior to student teaching. Student teaching is offered in semester-long courses.

The Faculty has significant experience in the K-12 school system and many adjunct faculty hold concurrent employment in the classroom and administrative positions.

The courses in education are planned to provide curricula for licensure and continuing professional education of elementary

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teachers, secondary teachers, special education teachers, and principals. The learner is strongly advised to contact the College of Education and/or the Arizona State Department of Education regarding licensure information. The Grand Canyon University College of Education is approved by the Arizona State Board of Education to offer initial programs leading to initial teacher licensure of elementary, secondary, and special education teachers, and an advanced program for principal licensure. The Arizona state-approved programs lead to licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

Benchmarks

Based upon requirements established by the Arizona State Board of Education, all teacher candidates, (i.e., COE learners who are in teacher-education programs), will have to demonstrate competency with essential knowledge, skills, and dispositions that are based upon the Interstate Teacher Assessment and Support Consortium (InTASC). Consequently, certain critical assignments in each course will be developed as benchmarks that serve as check points of learner competencies. Some of the benchmarks will be practicum-based, and others will not. Benchmark rubrics inform learners and instructors of the pre-established levels of competency performance for benchmark assignments.

Endorsements

Grand Canyon University does not issue endorsements.

Several different types of endorsements are made available through the various State Departments of Education. Learners should contact their respective state agency to determine the range and requirements of endorsements that are offered.

The College of Education offers the following courses for teacher candidates to obtain a full Arizona SEI Endorsement:

- ESL 223N - SEI English Language Teaching: Foundations and Methodologies
- ESL 433N - Advanced Methodologies and Assessments of Structured English Immersion

The College of Education offers the following courses for practicing teachers to obtain a full Arizona SEI Endorsement:

- ESL 523N - SEI English Language Teaching: Foundations and Methodologies
- ESL 533N - Advanced Methodologies of Structured English Immersion

Notification of NCATE Candidacy

The College of Education is a candidate for accreditation by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. Candidacy status means that the College of Education has met preconditions for accreditation but is not accredited. This candidacy covers the following initial teacher preparation programs and advanced educator preparation programs at Grand Canyon University's main campus in Phoenix, Arizona, and/or through its online modality:

- Bachelor of Science in Elementary Education (Emphases in English, Math, and Science)
- Bachelor of Science in Secondary Education (Emphases in Biology, Business Education, Chemistry, English, Math, Physical Education, and Social Studies)
- Bachelor of Science in Elementary Education and Special Education
- Bachelor of Science in Early Childhood Education
- Bachelor of Arts in Music Education
- Bachelor of Arts in Dance Education
- Bachelor of Arts in Theater Education
- Master of Education in Early Childhood Education
- Master of Education in Elementary Education
- Master of Education in Secondary Education
- Master of Education in Special Education: Cross-Categorical
- Master of Education in Educational Administration
- Master of Arts in Teaching with Emphases in Professional Learning Communities and Teacher Leadership
- Master of Education in Curriculum and Instruction: Reading (Emphases in Elementary Education and Secondary Education)
- Master of Education in Educational Leadership
- Master of Education in Special Education for Certified Special Educators
- Master of Education in Curriculum and Instruction: Technology
- Master of Education in Teaching English to Speakers of Other Languages
- Doctor of Education in Organizational Leadership
- Doctor of Philosophy in General Psychology with Emphasis in Cognition and Instruction

However, the candidacy does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

National Program Recognition

Six of the College's programs have received National Recognition status from several specialized professional associations. National Recognition indicates that the programs have been benchmarked against national expectations for teacher or principal quality and found acceptable to the association. Information about these programs can be found at www.ncate.org.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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The College's nationally recognized programs are:

- Master of Education in Teaching English to Speakers of Other Languages (AP/CPE), by Teachers of English to Speakers of Other Languages (TESOL)
- Master of Education in Early Childhood Education (IP/TL), by the National Association for the Education of Young Children (NAEYC)
- Master of Education in Educational Administration (AP/PL), by the Educational Leadership Constituents Council (ELCC)
- Bachelor of Science in Early Childhood Education (IP/TL), by the National Association for the Education of Young Children (NAEYC)
- Bachelor of Science in Secondary Education (Emphasis in Physical Education) (IP/TL), by the National Association for Sport and Physical Education (NASPE)

These programs have undergone a rigorous program review process in alignment with the College's pursuit of national accreditation, a mechanism for establishing and ensuring highly effective P-12 teachers and administrators nationwide. Specialized professional associations review programs for alignment to their standards, quality of assessments, and excellence in teacher or principal preparation. The College anticipates that the balance of its programs will achieve national recognition status in 2012.

Undergraduate Programs

Learners are given the choice of undergraduate study in the areas of early childhood education, elementary education, and secondary education with an emphasis in an academic content area, and elementary/special education (dual major). The Arizona state-approved programs lead to initial teacher licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

The programs are designed to enable learners to demonstrate competency in essential pedagogical and content knowledge, skills, and dispositions that are based upon the Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or the standards of specialized professional associations, depending on the program.

Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Arizona. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Bachelor of Science in Early Childhood Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. The degree program has embedded practicum experiences throughout the coursework, requires a student teaching component, and, upon approval, will lead to teaching licensure in Arizona.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Early Childhood Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Early Childhood Education	120 credits
Total Practicum/Field Experience	125 hours

Early Childhood Education Major

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
ECH 125	Foundations of Early Childhood	4 credits
ECH 135	Child Guidance, Management, and the Environment	4 credits
ECH 225	Introduction to the Exceptional Learner	4 credits
ECH 235	Child Growth and Development: Health, Safety, Nutrition, and Fitness	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits

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ECH 325	Child, Family, Community, and Culture	4 credits
ECH 335	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	4 credits
PSY 354	Child Psychology	4 credits
ECH 425	Early Literacy Development	4 credits
EDU 450	Classroom Engagement and Management	4 credits
ECH 435	Developmental and Functional Assessment: Birth to Age 8	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be the last course a student takes in the program.

ECH 480	Student Teaching: Birth to Pre-School	6 credits
ECH 485	Student Teaching: K-3	6 credits
Total Early Childhood Education Major		80 credits

Bachelor of Science in Elementary Education and Special Education (Dual Major) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students who seek an elementary or cross-categorical teaching license to teach children with special needs in the elementary classroom setting. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, Association for Childhood International standards, and/or Council for Exceptional Children standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Teacher candidates must have access to an elementary-special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching are completed in a regular education setting and 8 weeks are completed in a resource room, self-contained class, or in a special school for students with disabilities. These special education settings must include at least three or more of the following disability categories: intellectual disabilities, learning disabilities, emotional disabilities, physical/health impairments, and they must be completed with a certified special educator. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Teacher candidates should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Elementary and Special Education Major	84 credits
Total Electives	0-2 credits
Bachelor of Science in Elementary Education and Special Education (Dual Major)	120 credits
Total Practicum/Field Experience	200 hours

Elementary Education and Special Education Major

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
SPE 330	Special Education Foundations and Framework	4 credits
EED 465	Curriculum, Methods, and Assessment: Social Studies	4 credits
EED 364	Curriculum, Methods and Assessment: Science and Mathematics	4 credits
SPE 359	Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD	4 credits

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SPE 357	Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD	4 credits
SPE 351	Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID	4 credits
SPE 358	Characteristics of Students with Physical and Health Impairments and Strategies to Teach Individuals With PHI	4 credits
EED 470	Curriculum, Methods, and Assessment: Literacy and Language Arts K-3	4 credits
EDU 450	Classroom Engagement and Management	4 credits
EED 475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
SPE 350	Special Education Litigation and Law	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be the last course a student takes in the program.

EED 480NA	Student Teaching: Elementary Session A	6 credits
SPE 448NB	Student Teaching: Cross-Categorical Session B	6 credits
Total Elementary and Special Education Major		84 credits

Bachelor of Science in Elementary Education (Emphasis in English) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure. This emphasis is offered online and on the main campus.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Association for Childhood International standards. Content courses are aligned to the professional standards of the National Council of Teachers of English. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of practicum/field experiences prior to student teaching, and the final semester of the program includes a full-time, 16-week student teaching component. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring a teaching license.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education (Emphasis in English)	120 credits
Total Practicum/Field Experience	105 hours

Required General Education Course

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG 105	English Composition I	4 credits

Elementary Education Major

(Includes 24 credits of content courses: 20 from the major and 4 from General Education.)

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
ENG 250	Analysis of World Literature	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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ENG 260	English Literature I	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
ENG 358	Introduction to English Grammar and Linguistics	4 credits
ENG 350	American Literature I	4 credits
ENG 356	The Short Story	4 credits
EED 465	Curriculum, Methods and Assessment: Social Studies	4 credits
EED 364	Curriculum, Methods, and Assessment: Science and Mathematics	4 credits
EED 470	Curriculum, Methods, and Assessment: Literacy and Language Arts, K-3	4 credits
EDU 450	Classroom Engagement and Management	4 credits
EED 475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

EED 480NA	Student Teaching: Elementary Session A	6 credits
EED 480NB	Student Teaching: Elementary Session B	6 credits
Total Elementary Education Major		80 credits

Bachelor of Science in Elementary Education (Emphasis in Math) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure. This emphasis is offered online and on the main campus.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Association for Childhood International standards. Content courses are aligned to the professional standards of the National Council of Teachers of Mathematics. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of practicum/field experiences prior to student teaching, and the final semester of the program includes a full-time, 16-week student teaching component. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring a teaching license.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education (Emphasis in Math)	120 credits
Total Practicum/Field Experience	105 hours

Required General Education Course

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT 134	Applications of Algebra	4 credits

Elementary Education Major

(Includes 24 credits of content courses: 20 from the major and 4 from General Education.)

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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MAT 150	Mathematics for Elementary Teachers I	4 credits
MAT 151	Mathematics for Elementary Teachers II	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
MAT 260	College Geometry	4 credits
MAT 274	Probability and Statistics	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
EED 465	Curriculum, Methods and Assessment: Social Studies	4 credits
EED 364	Curriculum, Methods, and Assessment: Science and Mathematics	4 credits
EED 470	Curriculum, Methods, and Assessment: Literacy and Language Arts, K-3	4 credits
EDU 450	Classroom Engagement and Management	4 credits
EED 475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

EED 480NA	Student Teaching: Elementary Session A	6 credits
EED 480NB	Student Teaching: Elementary Session B	6 credits
Total Elementary Education Major		80 credits

Bachelor of Science in Elementary Education (Emphasis in Science) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure. This emphasis is offered online and on the main campus.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Association for Childhood International standards. Content courses are aligned to the professional standards of the National Science Teachers Association. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through 105 hours of practicum/field experiences prior to student teaching, and the final semester of the program includes a full-time, 16-week student teaching component. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring a teaching license.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Elementary Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Science in Elementary Education (Emphasis in Science)	120 credits
Total Practicum/Field Experience	105 hours

Required General Education Course

(Included in General Education total credits, applied to the Critical Thinking competency.)

BIO 220	Environmental Science	4 credits

Elementary Education Major

(Includes 24 credits of content courses: 20 from the major and 4 from General Education.)

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
PHY 102	Introduction to Physical Science	4 credits
PHY 104	Earth and Space Science	4 credits
BIO 130	Introduction to Life Sciences I	4 credits
BIO 250	Introduction to Life Sciences II	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
BIO 319	Applied Nutrition	4 credits
EED 465	Curriculum, Methods and Assessment: Social Studies	4 credits
EED 364	Curriculum, Methods, and Assessment: Science and Mathematics	4 credits
EED 470	Curriculum, Methods, and Assessment: Literacy and Language Arts, K-3	4 credits
EDU 450	Classroom Engagement and Management	4 credits
EED 475	Curriculum, Methods, and Assessment: Literacy and Language Arts, 4-8	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

EED 480NA	Student Teaching: Elementary Session A	6 credits
EED 480NB	Student Teaching: Elementary Session B	6 credits
Total Elementary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Biology) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Science Teachers Association (NSTA). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Available Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Biology)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Courses

(Included in the General Education total credits, applied to the Critical Thinking competency):

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
BIO 201	Human Anatomy and Physiology I	3 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
BIO 365	Biomedical Statistics	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
SED 435	Adolescent Literacy	4 credits
HLT 364[Δ]	Research and Communication Techniques in Health Care and Science	4 credits
POS 301	Arizona and Federal Government	2 credits
BIO 457	Genetics	4 credits
SED 483	Methods of Teaching Science in Secondary Schools	4 credits
EDU 450	Classroom Engagement and Management	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED 480NA	Student Teaching: Secondary Session A	6 credits
SED 480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Business Education) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the Ken Blanchard College of Business for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the requirements of the Accreditation Council for Business Schools and Programs (ACBSP). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Business Education)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Course

(Included in General Education total credits, applied to the Critical Thinking competency.)

MGT 240	Introduction to Management	4 credits

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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ECN 220	Introduction to Economics	4 credits
ACC 250	Financial Accounting	4 credits
MKT 245	Principles of Marketing	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
FIN 350	Fundamentals of Business Finance	4 credits
BUS 340	Ethical and Legal Issues in Business	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SED 435	Adolescent Literacy	4 credits
SED 454	Reading and Learning Strategies for Middle and Secondary Schools	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED 480NA	Student Teaching: Secondary Session A	6 credits
SED 480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Chemistry) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Science Teachers Association (NSTA). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Chemistry)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Courses

(Included in the General Education total credits, applied to the Critical Thinking competency):

CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
CHM 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit
CHM 332	Organic Chemistry II	3 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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CHM 332L	Organic Chemistry II Lab	1 credit
BIO 365	Biomedical Statistics	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SED 482	Methods of Teaching Mathematics in Secondary Schools	4 credits
SED 435	Adolescent Literacy	4 credits
HLT 364[Δ]	Research and Communication Techniques in Health Care and Science	4 credits
POS 301	Arizona and Federal Government	2 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
SED 483	Methods of Teaching Science in Secondary Schools	4 credits
EDU 450	Classroom Engagement and Management	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED 480NA	Student Teaching: Secondary Session A	6 credits
SED 480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in English) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Council of Teachers of English (NCTE). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in English)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Course

(Included in General Education total credits, applied to the Effective Communication competency.)

ENG 105[Δ]	English Composition I	4 credits

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
ENG 260	English Literature I	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
ENG 350	American Literature I	4 credits
ENG 358	Introduction to English Grammar and Linguistics	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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ENG 450	Shakespeare	4 credits
ENG 460	The Novel	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SED 435	Adolescent Literacy	4 credits
SED 454	Reading and Learning Strategies for Middle and Secondary Schools	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED 480NA	Student Teaching: Secondary Session A	6 credits
SED 480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Math) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Council of Teachers of Mathematics (NCTM). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Math)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Course

(Included in General Education total credits, applied to the Critical Thinking competency.)

MAT 134	Applications of Algebra	4 credits

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
MAT 274	Probability and Statistics	4 credits
MAT 260	College Geometry	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
MAT 352	Analytic Geometry and Calculus I	4 credits
MAT 353	Analytic Geometry and Calculus II	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SED 435	Adolescent Literacy	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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SED 482	Methods of Teaching Mathematics in Secondary Schools	4 credits
EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED 480NA	Student Teaching: Secondary Session A	6 credits
SED 480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Physical Education) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Association for Sport and Physical Education (NASPE). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Physical Education)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Courses

(Included in the General Education total credits, applied to the Critical Thinking competency.)

EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
SED 435	Adolescent Literacy	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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PED 263	Teaching of Team Sports and Individual Activities II	4 credits
PED 344	Physical Education for Special Populations	4 credits
PED 415	Secondary School Physical Education	4 credits
HLT 485	Methods of Teaching Health and Measuring Exercise Science	4 credits
EDU 450	Classroom Engagement and Management	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED 480NA	Student Teaching: Secondary Session A	6 credits
SED 480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Bachelor of Science in Secondary Education (Emphasis in Social Studies) (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is offered by the College of Education in conjunction with content area courses provided by the College of Arts and Sciences for students who are preparing for a teaching career in grades 7-12, inclusive of middle and high school, and who are seeking initial teacher licensure.

The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Content courses are aligned to the standards of the National Council for the Social Studies (NCSS). Opportunities are provided to apply concepts, theories, and research throughout the program. Assessments within many of the courses guide students through 120 hours of practicum/field experiences prior to student teaching, and the final semester of the program requires a full-time, 16-week student teaching component.

Applicants to the program are responsible for contacting their state department of education for licensure requirements and program approval. Arizona or home state fingerprint/background clearance is required for all practicum/field experiences and student teaching. Furthermore, applicants should consult the Grand Canyon University Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Secondary Education Major	80 credits
Total Electives	0-6 credits
Bachelor of Science in Secondary Education (Emphasis in Social Studies)	120 credits
Total Practicum/Field Experience	120 hours

Required General Education Course

(Included in General Education total credits, applied to the Critical Thinking competency.)

GEO 234	World Geography	4 credits

Secondary Education Major

Students may transfer up to 24 hours of electives for their content area credits provided they have passed the AEPA or Praxis content area exam.

EDU 210	Foundations of Education	4 credits
EDU 225	Instructional Technology	4 credits
SPE 226[Δ]	Educating the Exceptional Learner	4 credits
EDU 230	Cultural Diversity in the Classroom	4 credits
EDU 213	Educational Psychology	4 credits
HIS 221	Themes in United States History	4 credits
ECN 220	Introduction to Economics	4 credits
HIS 109	World Civilization	4 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
POS 301	Arizona and Federal Government	2 credits
POS 345	Comparative Government	4 credits
POS 335	Introduction to Political Thought	4 credits
SED 444	Secondary Methods and Data Driven Pedagogy	4 credits
SED 485	Methods of Teaching Social Studies in Secondary Schools	4 credits
SED 435	Adolescent Literacy	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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EDU 450	Classroom Engagement and Management	4 credits
SED 455	Secondary Curriculum Development and Assessment	4 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching must be taken as the last course in the program.

SED 480NA	Student Teaching: Secondary Session A	6 credits
SED 480NB	Student Teaching: Secondary Session B	6 credits
Total Secondary Education Major		80 credits

Graduate Programs

Learners are given the choice of graduate study for a Master of Education in the areas of elementary education, secondary education, early childhood education, special education (cross-categorical), and educational administration. The Arizona state approved programs lead to initial teacher licensure in Arizona. College of Education learners are responsible for contacting their state Department of Education or Licensing Department for licensure requirements and program approval.

Master of Education (IP/Non-TL) programs are available in the areas of elementary education, secondary education, early childhood education, and special education. Master of Education (AP/CPE) programs are available in the following areas: special education for certified special educators; curriculum and instruction: reading/elementary or secondary; curriculum and instruction: technology; educational leadership; and teachers of English to speakers of other languages (TESOL). A Master of Arts in Teaching (AP/CPE) with an emphasis either in professional learning communities or teacher leadership is available as well. These programs do not lead to licensure.

The graduate program framework provides for the professional growth of the practitioner and permits demonstration of competency in essential pedagogical knowledge, skills, and dispositions that are based upon Interstate Teacher Assessment and Support Consortium (InTASC) principles, Interstate School Leaders Licensure Consortium/Educational Leadership Constituent Council (ISLLC/ELCC) standards, and/or the standards of specialized professional associations, depending on the program. The framework is a cyclical process of inquiry, reflection, application, evaluation, and additional reflection. These elements are incorporated into activities and assessments in each course of a program through a combination of collaborative and individual work. Graduate programs in education are provided in two learning formats; both online and traditional campus courses are available to the learner.

Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Arizona. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

The following programs are not intended to lead to teacher certification. Teachers in Washington are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Programs: Master of Education in Early Childhood Education (IP/Non-TL); Master of Education in Educational Leadership (AP/CPE); Master of Education in Elementary Education (IP/Non-TL); Master of Education in Secondary Education (IP/Non-TL); Master of Education in Special Education (Cross-Categorical) (IP/Non-TL); and Master of Education in Teaching English to Speakers of Other Languages (AP/CPE).

Master of Arts in Teaching with an Emphasis in Professional Learning Communities (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The program is designed for licensed teachers interested in advanced studies in education. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
TCH 517	The Engaged Mind	4 credits
TCH 536	Classroom Engagement and Management	4 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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TCH 524	Current Classroom Methods and Strategies	4 credits
TCH 587	Educational Action Research	4 credits
TCH 535	Legal Issues in Education	4 credits
TCH 547	Data-Informed Decision-Making for School Improvement	4 credits
TCH 525	Introduction to PLC	4 credits
TCH 526	Teaching, Learning, and Collaborative Structures in a Professional Learning Community	4 credits
Total Master of Arts in Teaching with an Emphasis in Professional Learning Communities		34 credits

Master of Arts in Teaching with an Emphasis in Teacher Leadership (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for licensed teachers interested in advanced studies in education. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to an elementary school classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
TCH 517	The Engaged Mind	4 credits
TCH 536	Classroom Engagement and Management	4 credits
TCH 524	Current Classroom Methods and Strategies	4 credits
TCH 587	Educational Action Research	4 credits
TCH 535	Legal Issues in Education	4 credits
TCH 547	Data-Informed Decision-Making for School Improvement	4 credits
TCH 531	Instructional Leadership	4 credits
TCH 518	Collegial Coaching	4 credits
Total Master of Arts in Teaching with an Emphasis in Teacher Leadership		34 credits

Master of Education in Curriculum and Instruction: Reading with an Emphasis in Elementary Education (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for educators who wish to apply theory and educational best practices to the delivery of curriculum, instruction, and assessment in order to improve the reading abilities of their students. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of curriculum and instruction, cognition, emergent literature, linguistics, phonics, and developmental and corrective reading processes. Courses are aligned to the International Reading Association standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to an elementary school classroom to complete the practicum course and program assignments. Graduates of this program are prepared to become informed educators who meet the reading needs of schools and student populations.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
RDG 530	Foundational Theory and Research	4 credits
RDG 585	Children and Young Adult Literature	4 credits

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RDG 522	Developmental Learning and Assessments	4 credits
RDG 511	Corrective Reading Assessment	4 credits
RDG 523	Instructional Leadership/Literacy Coaching	4 credits
RDG 512	Reading and Writing: Elementary	4 credits
RDG 514	Reading in the Content Areas: Elementary	4 credits
RDG 581	Elementary Practicum	4 credits
Total Master of Education in Curriculum and Instruction: Reading with an Emphasis in Elementary Education		34 credits

Master of Education in Curriculum and Instruction: Reading with an Emphasis in Secondary Education (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for educators who wish to apply theory and educational best practices to the delivery of curriculum, instructions, and assessment in order to improve the reading abilities of their students. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of curriculum and instruction, cognition, emergent literature, linguistics, phonics, and developmental and corrective reading processes. Courses are aligned to the International Reading Association standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a 7-12 classroom to complete the practicum course and program assignments. Graduates of this program are prepared to become informed educators who meet the reading needs of schools and student populations.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
RDG 530	Foundational Theory and Research	4 credits
RDG 585	Children and Young Adult Literature	4 credits
RDG 522	Developmental Learning and Assessments	4 credits
RDG 511	Corrective Reading Assessment	4 credits
RDG 523	Instructional Leadership/Literacy Coaching	4 credits
RDG 513	Reading and Writing: Secondary	4 credits
RDG 517	Reading in the Content Areas: Secondary	4 credits
RDG 586	Secondary Practicum	4 credits
Total Master of Education in Curriculum and Instruction: Reading with an Emphasis in Secondary Education		34 credits

Master of Education in Curriculum and Instruction: Technology (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for educators who wish to learn to use technology to improve the success of students. Applicants to this program are required to submit a copy of a current license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of adult learners and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of curriculum and instruction, educational applications of technology, interactive design for the classroom, and distance learning. Courses are aligned to the International Society for Technology in Education NETS for Teachers standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and hands-on experiences. It is strongly recommended that students have access to a K-12 grade environment to complete the practicum and program assignments. Graduates of this program are prepared to become informed educators who meet the technological needs of

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educational settings and student populations. Each course in the program requires a benchmark.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
TEC 511	Technology Foundations in Education	4 credits
TEC 537	Strategies and Integration of Productivity Software	4 credits
TEC 538	Learning in the Digital Age	4 credits
TEC 539	Digital Media in Education	4 credits
TEC 542	Development and Design of Media in Educational Settings	4 credits
TEC 551	Multimedia Instructional Strategies	4 credits
TEC 546	Assessment and Technology	4 credits
TEC 571	Distance Learning in Education	4 credits
TEC 591	Internship	4 credits
Total Master of Education in Curriculum and Instruction: Technology		38 credits

Master of Education in Early Childhood Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or National Association for the Education of Young Children standards. The degree program has embedded practicum experiences throughout the coursework, requires a student teaching component, and, upon approval, will lead to a teaching license in Arizona.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
ECH 515	Early Literacy Development	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ECH 520	Foundations of Early Childhood	4 credits
ECH 525	Child Guidance, Management, and the Environment	4 credits
ECH 530	Introduction to the Exceptional Learner	4 credits
ECH 535	Child Growth and Development: Health, Safety, Nutrition, and Fitness	4 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
ECH 640	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	4 credits
ECH 680	Student Teaching: Birth to Pre-School	6 credits
ECH 685	Student Teaching: K-3	6 credits
Total Master of Education in Early Childhood Education		44 credits
Total Practicum/Field Experience		125 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS 301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment.

POS 301	Arizona and Federal Government	2 credits

Master of Education in Early Childhood Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for students seeking knowledge and expertise in the field of early childhood development and teaching. The curriculum includes instructional strategies, teaching methodologies, assessment techniques, theories of early childhood growth and development, and the impact of family and cultural diversity on early childhood. All courses are directly

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aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or National Association for the Education of Young Children standards. The degree program has embedded practicum experiences throughout the coursework.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
ECH 515	Early Literacy Development	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ECH 520	Foundations of Early Childhood	4 credits
ECH 525	Child Guidance, Management, and the Environment	4 credits
ECH 530	Introduction to the Exceptional Learner	4 credits
ECH 535	Child Growth and Development: Health, Safety, Nutrition, and Fitness	4 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
ECH 640	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	4 credits
Total Master of Education in Early Childhood Education		32 credits
Total Practicum/Field Experience		125 hours

Master of Education in Educational Administration (AP/PL)

(Advanced Program for Principal Licensure)

This program is designed for individuals interested in educational administration in the K-12 setting and seeking a principal's license. Applicants for this program are required to submit a copy of a current teaching license and provide documentation of two years of certified teaching experience. The Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this regionally accredited and Arizona-approved program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. As an opportunity to apply theory to practice, practicum/field experience hours are embedded throughout the program. The Action Inquiry process frames these experiences. Benchmark assessments within each course guide students through observation, practice, and hands-on leadership experiences. Students must be prepared to complete a 16-week administrative internship component at the end of the program. Graduates of the program are well-prepared to be informed educational administrators in public and private schools and other settings requiring a principal's license.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
EDA 534	Educational Administration Foundation and Framework	4 credits
EDA 575	Educational Leadership in a Changing World	4 credits
EDA 577	Data-Driven Decisions for School Improvement	4 credits
EDA 555	Legal Issues in Education	4 credits
EDA 535	Public School Finance	4 credits
EDA 551	Supervision and Instructional Leadership	4 credits
EDA 561	Curriculum Development for School Improvement	4 credits
EDA 585	The Principalship	4 credits
EDA 586A	Internship in Educational Administration I	4 credits
EDA 586B	Internship in Educational Administration II	4 credits
Total Master of Education in Educational Administration		42 credits
Total Practicum/Field Experience		100 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS 301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment. The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take 6 credits of Structured English Immersion.

POS 301	Arizona and Federal Government	2 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits

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ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits

Master of Education in Educational Leadership (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for individuals interested in educational administration in the PK-12 setting and social services settings for children, but who must postpone a school site-based administrative internship or do not choose to seek a K-12 principal's license. The Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) standards form the foundation of this program of study. Courses are taught by expert practitioners in their respective fields who share knowledge and experience in areas of school and business leadership, administrative foundations, organizational theory and culture, PK-12 legal issues, public school finance, curriculum development, and instructional and team leadership. As an opportunity to apply theory to practice, practicum/field experience hours are embedded throughout the program. The Action Inquiry process frames these experiences. Benchmark assessments within each course guide students through observation, practice, and hands-on leadership experiences. Graduates of the program are prepared to become educational leaders in the home, church, private schools, and other settings not requiring a principal's license. To be admitted into this program, two years of teaching experience is strongly recommended. Students who complete this program and then desire to secure a principal's license will be required to complete the program requirements of the Master of Education in Educational Administration.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
EDA 534	Educational Administration Foundation and Framework	4 credits
EDA 575	Educational Leadership in a Changing World	4 credits
EDA 577	Data-Driven Decisions for School Improvement	4 credits
EDA 555	Legal Issues in Education	4 credits
EDA 535	Public School Finance	4 credits
EDA 551	Supervision and Instructional Leadership	4 credits
EDA 561	Curriculum Development for School Improvement	4 credits
LDR 600	Leadership Styles and Development	4 credits
LDR 625	Organizational Culture and Team Leadership	4 credits
Total Master of Education in Educational Leadership		38 credits
Total Practicum/Field Experience		80 hours

Master of Education in Elementary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for any individual interested in the education of children in elementary or middle school who is seeking initial teacher licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and/or Council for Exceptional Children standards, as well as to the standards of applicable specialized professional associations. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through more than 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component. These educational settings must be state-certified environments and mentor teachers must possess a valid teaching license. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, teacher candidates should consult the Academic Catalog, University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in an initial teacher licensure program. Graduates of program are prepared to become informed educators in public and private schools and other settings requiring a teaching license.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
EDU 576	Philosophical and Social Issues in Education	4 credits
EDU 536	Classroom Engagement and Management	4 credits
SPE 526	Educating Learners With Diverse Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
EED 544	Prescriptive Reading and Assessment	4 credits
EED 525	Curriculum, Assessment, and Methods: Literacy	4 credits
EED 510	Curriculum, Assessment, and Methods: Science and Mathematics	4 credits
EED 570	Curriculum, Assessment, and Methods: Social Studies	4 credits

Student teaching must be taken as the last course in the program.

EED 580NA	Student Teaching: Elementary Session A	6 credits
EED 580NB	Student Teaching: Elementary Session B	6 credits
Total Master of Education in Elementary Education		48 credits
Total Practicum/Field Experience		110 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS 301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment.

POS 301	Arizona and Federal Government	2 credits

Master of Education in Elementary Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The program is designed for any individual interested in the education of children in elementary or middle school. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that teacher candidates possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through more than 100 hours of observational and practice-based experiences. Students have the option of transferring into the version of the program that leads to initial teacher licensure up to, but not after, the time of degree posting. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
EDU 576	Philosophical and Social Issues in Education	4 credits
EDU 536	Classroom Engagement and Management	4 credits
SPE 526	Educating Learners With Diverse Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
EED 544	Prescriptive Reading and Assessment	4 credits
EED 525	Curriculum, Assessment, and Methods: Literacy	4 credits
EED 510	Curriculum, Assessment, and Methods: Science and Mathematics	4 credits
EED 570	Curriculum, Assessment, and Methods: Social Studies	4 credits
Total Master of Education in Elementary Education		36 credits
Total Practicum/Field Experience		110 hours

Master of Education in Secondary Education (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This program is designed for students interested in the education of children in grades 7-12 who are also seeking initial teaching licensure. The format and courses of this regionally accredited

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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and Arizona-approved program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles, as well as to the standards of applicable specialized professional associations. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a grade 7-12 classroom to complete the program and practicum assignments, which guide students through 130 hours of observational experiences. The final semester of the program includes a full-time, 16-week student teaching component. Graduates of the program are prepared to become informed educators in public and private schools and other settings requiring a teaching license. Applicants are required to produce documentation for a certifiable major in secondary education content area (24 credits) or they must complete the required credits during their program of study, either through GCU or through an accredited, GCU-approved institution, but prior to completion of the program of study. This major is any course of study commonly taught in grades 7-12 in public schools. Students/applicants are responsible for contacting their state department of education for licensure requirements and program approval. Students/applicants should consult the Grand Canyon University Academic Catalog, University Policy Handbook, and an academic advisor on current policies and procedures specific to a teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
EDU 576	Philosophical and Social Issues in Education	4 credits
EDU 536	Classroom Engagement and Management	4 credits
SPE 526	Educating Learners with Diverse Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
SED 535	Adolescent Literacy	4 credits
SED 553	Reading and Literacy Strategies for Middle and Secondary Schools	4 credits
SED 541	Secondary Theory, Methods, and Data-Driven Pedagogy	4 credits
SED 544	Secondary Curriculum Development and Assessment	4 credits
Student teaching must be taken as the last course in the program.		
SED 580NA	Student Teaching: Secondary Session A	6 credits
SED 580NB	Student Teaching: Secondary Session B	6 credits
Total Master of Education in Secondary Education		48 credits
Total Practicum/Field Experience		130 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS 301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment.

POS 301	Arizona and Federal Government	2 credits

Master of Education in Secondary Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This program is designed for students interested in the education of children in grades 7-12, but who must postpone student teaching or who do not choose to seek a teaching license. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a grade 7-12 classroom to complete the program and practicum/field experience assignments, which guide students through 130 hours of observational experiences. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching license. Students are also prepared to move into a student teaching/licensure component with Grand Canyon University should they wish to change to the program which leads to licensure prior to the posting of their degree. Students must have a minimum of 24 units in a content area commonly taught in public grade 7-12 schools to be admitted to the program.

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Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
EDU 576	Philosophical and Social Issues in Education	4 credits
EDU 536	Classroom Engagement and Management	4 credits
SPE 526	Educating Learners with Diverse Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
SED 535	Adolescent Literacy	4 credits
SED 553	Reading and Literacy Strategies for Middle and Secondary Schools	4 credits
SED 541	Secondary Theory, Methods, and Data-Driven Pedagogy	4 credits
SED 544	Secondary Curriculum Development and Assessment	4 credits
Total Master of Education in Secondary Education		36 credits
Total Practicum/Field Experience		130 hours

Master of Education in Special Education for Certified Special Educators (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The program is designed for students interested in advanced studies in special education and who possess a valid special education teaching license. Applicants are required to submit a copy of a current special education teaching license. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that students already possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, intellectual disabilities, emotional and physical disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program will be prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs of students with special needs.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
SPE 523	Special Education Program Development and Funding	4 credits
SPE 527	Inclusion and Collaborative Practices	4 credits
SPE 537	Assistive Technology in Special Education	4 credits
SPE 512	Assessment in Special Education for Certified Special Educators	4 credits
SPE 510	Strategies to Teach Individuals With Learning Disabilities	4 credits
SPE 513	Strategies to Teach Individuals With Emotional/Behavioral Disabilities	4 credits
SPE 514	Strategies to Teach Individuals With Intellectual Disability	4 credits
SPE 539	Educational Implications for Students With Physical and Health Impairments	4 credits
SPE 546	Management and Strategic Instruction Practices for Students With Special Needs	4 credits
Total Master of Education in Special Education for Certified Special Educators		38 credits
Total Practicum/Field Experience		75 hours

Master of Education in Special Education: Cross-Categorical (IP/TL)

(Initial Program–Leads to Initial Teacher Licensure)

This cross-categorical program is designed for any individual interested in the education of children with special needs in the K-12 setting who also wish to seek initial teaching licensure. The format and courses of this regionally accredited and Arizona-approved program are tailored to meet the needs of adult learners and to maximize strengths that teacher candidates already

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possess. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have at least three of the five following disability categories represented: emotional disability, learning disability, intellectual disability, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate various learning needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program that must be completed with a certified special educator. Students/applicants are responsible for contacting their state department of education for licensure requirements and program approval. The student/applicant should consult the Grand Canyon Academic Catalog, the University Policy Handbook, and an academic advisor to obtain information regarding current policies and procedures inherent in an initial teacher licensure program.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
SPE 529N	Special Education Foundation and Framework	3 credits
SPE 522	Classroom Management for Students With Special Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
SPE 536	Diagnosis and Assessment in Special Education	4 credits
SPE 557	Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD	4 credits
SPE 558	Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD	4 credits
SPE 553	Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID	4 credits
SPE 573	Educational Implications for Students With Physical and Health Impairments	4 credits

Student teaching must be taken as the last course in the program.

SPE 548NA	Student Teaching: Cross-Categorical Session A	6 credits
SPE 548NB	Student Teaching: Cross-Categorical Session B	6 credits
Total Master of Education in Special Education: Cross-Categorical		47 credits
Total Practicum/Field Experience		110 hours

The Arizona Department of Education requires all individuals applying for certification in the state of Arizona to take a US/Arizona Constitution course (POS 301) and pass the professional knowledge test of the Arizona Education Proficiency Assessment.

POS 301	Arizona and Federal Government	2 credits

Master of Education in Special Education: Cross-Categorical (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

This cross-categorical program is designed for any individual interested in the education of children with special needs in the K-12 setting who does not wish to seek initial teaching licensure. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the teacher candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles and Council for Exceptional Children Standards. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have at least three of the five following disability categories represented: emotional disability, learning disability, intellectual disability, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and

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implement individualized educational plans to accommodate the teacher candidates' various learning needs.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
SPE 529N	Special Education Foundation and Framework	3 credits
SPE 522	Classroom Management for Students With Special Needs	4 credits
ESL 523N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 533N	Advanced Methodologies of Structured English Immersion	3 credits
SPE 536	Diagnosis and Assessment in Special Education	4 credits
SPE 557	Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD	4 credits
SPE 558	Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD	4 credits
SPE 553	Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID	4 credits
SPE 573	Educational Implications for Students With Physical and Health Impairments	4 credits
Total Master of Education in Special Education: Cross-Categorical		35 credits
Total Practicum/Field Experience		110 hours

Master of Education in Teaching English to Speakers of Other Languages (TESOL) (AP/CPE)

(Advanced Program for Continuing Professional Education)

This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those already licensed as teachers.

The program is designed for licensed teachers or administrators with an interest in working with ESL students in or out of the classroom. Applicants to this program are required to submit a copy of a current teaching license or provide evidence of a minimum of one year of teaching experience. The format and courses of this regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. Courses are aligned to the TESOL standards. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in a TESOL practicum that guides students through observational and practice-based experiences. Graduates of the program are prepared to become leaders in the ESL/TESOL initiatives that districts must undertake in an ever-increasing school climate of diversity.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 501	Introduction to Graduate Studies in the College of Education	2 credits
TSL 531	Foundations of Instruction for English Language Learners	4 credits
TSL 534	Methods of Teaching English and Grammar to Speakers of Other Languages	4 credits
TSL 536	English Linguistics	4 credits
TSL 537	Teaching a Second Language in the Content Areas	4 credits
TSL 545	Teaching in a Pluralistic Society	4 credits
TSL 546	Language and Reading Acquisition Theories and Research	4 credits
TSL 540	Curriculum Development and Assessment	4 credits
TSL 560	TESOL Practicum	4 credits
Total Master of Education in Teaching English to Speakers of Other Languages		34 credits

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The College of Nursing and Health Professions

College of Nursing and Health Professions Description

A quarter of a century after the College of Nursing was founded, the college continues to educate nurses through rigorous academic and clinical preparation in a tradition of values-based Christian education. The Bachelor of Science in Nursing (BSN) degree is offered through three programs: pre-licensure (traditional and fast track) and degree completion for already licensed and registered nurses. The pre-licensure curriculum is designed to help students assess the individual, the family, and communities; utilize functional health patterns within a variety of clinical settings; formulate nursing diagnoses; plan and evaluate nursing interventions; and function as professionals within the health care team. The fast-track BSN program allows students who have fulfilled all prerequisites and co-requisites to complete a degree in approximately 20 months. Building on the baccalaureate degree, the College offers a Master of Science in Nursing (MSN) featuring seven areas of focus and a dual major: Acute Care Nurse Practitioner, Adult Clinical Nurse Specialist, Family Nurse Practitioner, Health Care Informatics, Nursing Education, Nursing Leadership in Health Care Systems, Public Health, and Master of Business Administration/Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems.

College Mission

The mission of the College of Nursing is to provide an academically challenging professional nursing education based on a liberal arts foundation to students from diverse backgrounds within an environment of Christian values and with a commitment to the enhancement of health and wellness in society.

College Features

The College of Nursing (CON) offers both quality undergraduate and graduate degree programs that meet specific students' career and academic needs. The College of Nursing faculty hold a master's or doctoral degree. Recognition of the spiritual needs of all persons is an integral part of caring for one's self and others. The spiritual dimension is integrated into each nursing course throughout the undergraduate and graduate curriculum.

Pre-licensure students begin their supervised clinical experiences during the first semester of the nursing curriculum. Students spend up to 18 hours per week in an assigned clinical practice area learning to apply theory in direct patient care situations. Pre-licensure students complete a practicum in nursing as their last course in the curriculum. This course is designed to assist students in role transition and in gaining confidence in their practice.

Graduates of the College of Nursing have a record of success on the National Council Licensure Examination – RN. Development of a resume and interview skills are part of the senior studies. In today's rapidly changing health care environment, the student will value the opportunity to explore the trends in an individual capstone project.

College Philosophy

In concert with the mission of the University, the College of Nursing faculty affirms belief in educating nurses within a dedicated and supportive community of Christian values. The nursing programs prepare graduates to provide excellent, holistic care while encouraging a passion for achievement, a lifelong curiosity for knowledge, and pursuit of advanced professional degrees.

The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice guides the curriculum for the baccalaureate program. The AACN The Essentials of Master's Education for Advanced Nursing Practice, Advanced Nursing Practice: Curriculum Guidelines and Program Standards for Nurse Practitioner Education, National Organization of Nurse Practitioner Faculties (NONPF) and AACN Nursing Practitioner Primary Care Competencies in Specialty Areas, NONPF Domains and Competencies of Nurse Practitioner Practice, NACNS Statement on Clinical Nurse Specialist Practice and Education, and the National League for Nursing Competencies for Nurse Educators provide structure for the curriculum content of the graduate-level programs

The College of Nursing curriculum is designed to facilitate the students' abilities to creatively respond to continuously changing health care systems throughout the world. Educational experiences are planned to meet the needs of and to empower both students and clients. Professionalism, ethical decision-making, accountability, critical thinking, and effective communication are emphasized. This is achieved through the application of liberal arts constructs, science, health and nursing theories, and the values of the Christian faith within the scope of nursing knowledge and evidence-based practice. Nursing practice promotes human dignity through compassionate caring for all human beings, without consideration of their gender, age, color, creed, lifestyle, cultural background, and other visible or invisible boundaries between students, faculty, and clients.

The faculty of the College of Nursing is accountable for the quality of the educational programs and for the promotion of safe and effective nursing through teaching, service, and collaboration with other professionals and consumers of care. The following statements reflect the philosophical beliefs of the faculty in relation to the concepts of health, environment, person, and nursing

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HEALTH

Health is the central focus of nursing. Health is a dynamic aspect of being which incorporates physical, emotional, intellectual, spiritual, and social dimensions.

ENVIRONMENT

All humans interact with the physical, emotional, intellectual, spiritual, and social environments in which they work, play, and live. The nursing role is to help provide healthy and safe environments so that persons may live in optimal health.

PERSON

We believe that all people are accepted and loved unconditionally, as children of God. Clients are considered to be individuals, families, groups, communities, and populations. Human diversity is cherished. Spirituality is conceived as vertical and horizontal relationships with God and with humanity. These relationships give hope and meaning in life now and in the future.

NURSING

Baccalaureate nursing practice incorporates the roles of assessing, critical thinking, communicating, providing care, teaching, and leading. The caring professional approach includes the values of autonomy, altruism, human dignity, integrity and social justice with unconditional regard for all people. Nursing practice includes health promotion, disease prevention, early detection of health deviations, prompt and adequate treatment of the human response to acute and chronic illness, and compassionate care for those experiencing death.

Masters nursing practice expands upon baccalaureate nursing concepts to include primary care practice knowledge and advanced leadership with a focus on research and quality assurance, spirituality, diversity, critical thinking, caring, and learning. The advanced professional nursing role relies on best practices and evidence-based research with a focus on evaluation of health outcomes and process.

NURSING EDUCATION is theory driven. Theories are derived from the humanities, sciences, and biblical concepts. Nursing knowledge, theory, research, and health promotion are influenced by spiritual perspectives, ethical, legal, political, historical, and social influences. The faculty values excellence in teaching with an individual focus on the learner. Teaching includes a variety of methods, learning modalities, and practice situations. Faculty provides opportunities for students to give comprehensive care to diverse client populations.

LEARNING environment is created and arranged to meet individual learning outcomes that are consistent with College of Nursing program outcomes. The College of Nursing supports life-long learning endeavors and fosters an appreciation of diversity among traditional and nontraditional learners. Students are educated to provide, direct and evaluate client-centered care while focusing on the person as an integrated whole.

Nursing: Undergraduate Programs

Bachelor of Science in Nursing (BSN) Pre-Licensure

The Bachelor of Science in Nursing (BSN) Pre-Licensure program prepares students to function as professionals within the health care team by providing holistic, safe, and quality care for individuals, families, and communities in diverse settings. The program includes an emphasis on spirituality, communication, health promotion, and disease prevention throughout the lifespan.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	33-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Nursing: Pre-Licensure Major	123 credits
Total Bachelor of Science in Nursing (BSN) Pre-Licensure	123 credits

Nursing: Pre-Licensure Major

UNV 103	University Success	4 credits
ENG 105[Δ]	English Composition I	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
CHM 101	Introduction to General, Organic, and Biochemistry	3 credits
CHM 101L	Introduction to General, Organic, and Biochemistry Lab	1 credit
MAT 134	Applications of Algebra	4 credits
BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
PSY 102	General Psychology	4 credits
BIO 483	Pathophysiology	4 credits

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NUR 207	Therapeutic and Professional Communication	3 credits
BIO 319	Applied Nutrition	4 credits
CWV 101	Foundations of a Christian Worldview	4 credits
NUR 206A	Introduction to Nursing and Gerontology I	3 credits
NUR 209	Health Assessment	3 credits
NUR 206B	Introduction to Nursing and Gerontology II	3 credits
NUR 203	Introduction to Pharmacology	3 credits
NUR 311	Adult Health Nursing I	6 credits
NUR 312	Adult Health Nursing II	6 credits
BIO 365	Biomedical Statistics	4 credits
NUR 313	Nursing Care of the Childbearing Family	6 credits
NUR 398[Δ]	Research in Nursing	3 credits
NUR 314	Family Centered Child Health Nursing	6 credits
NUR 411	Community Health Nursing	5 credits
NUR 412	Home Health Care Nursing	3 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
NUR 413	Community Mental Health Nursing	5 credits
NUR 456	Complex Care	6 credits
NUR 498A[Δ]	Capstone	1 credit
NUR 443	Management Concepts and Leadership Behaviors in Nursing	2 credits
NUR 498B[Δ]	Practicum in Nursing	3 credits
Total Nursing: Pre-Licensure Major		123 credits

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

Program Information

The RN to BSN program is designed for registered nurses with an associate's degree or diploma in nursing. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner RN, and to maximize strengths that the working RN possesses. A bridge course facilitates the transition of the working RN into the baccalaureate program. Courses are taught by experts in their respective fields who share knowledge and experience in areas of clinical patient care, health care management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN's clinical practice. Both the science and art of nursing are integral components of the program and are woven throughout. Graduates of the program are prepared to become leaders in the nursing profession.

Program Description

The Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program prepares registered nurses who have an associate degree or diploma in nursing to function as professionals within the health care team by providing holistic, safe, and quality care for individuals, families, and communities in diverse settings. The program includes an emphasis on spirituality, communication, health promotion, and disease prevention throughout the lifespan, which provides students the opportunity to achieve baccalaureate competencies.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total RN to BSN Core	36 credits
Total Other Transfer, Elective, or Certification Credits	84 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Registered Nurse to Bachelor of Science in Nursing (RN-BSN)	120 credits

Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Major

NRS 430V	Professional Dynamics	3 credits
NRS 429V	Family-Centered Health Promotion	3 credits
NRS 434V	Health Assessment	3 credits
NRS 427V	Concepts in Community and Public Health	3 credits
HLT 362V[◆]	Applied Statistics for Health Care Professionals	3 credits
NRS 433V[Δ]	Introduction to Nursing Research	3 credits
NRS 437V	Ethical Decision Making in Health Care	3 credits
HLT 310V	Spirituality in Health Care	3 credits
NRS 451V	Nursing Leadership and Management	3 credits
NRS 410V	Pathophysiology and Nursing Management of Clients' Health	3 credits
NRS 440V	Trends and Issues in Health Care	3 credits
NRS 441V[Δ]	Professional Capstone Project	3 credits
Total RN to BSN Core		36 credits

*Campus/Off-site only | [Δ] Writing-intensive course | [◆] Fulfills General Education requirement |

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Bridge to Master of Science in Nursing

The Bridge to Master of Science in Nursing program is designed for registered nurses with a bachelor's degree in health sciences or other related fields. The program is intended to meet the needs of adult learners who already possess a bachelor's degree and an RN license who desire to pursue a graduate degree in nursing. Courses in the bridge program are a blending of RN to BSN core courses that are considered essential requisites to graduate study. Upon completion of bridge courses from the BSN core, students enter one of seven emphases offered for the Master of Science in Nursing or the Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems (Dual-Degree).

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NRS 430V	Professional Dynamics	3 credits
NRS 434V	Health Assessment	3 credits
HLT 362V◆	Applied Statistics for Health Care Professionals	3 credits
NRS 433V[Δ]	Introduction to Nursing Research	3 credits
NRS 427V	Concepts in Community and Public Health	3 credits
NRS 410V	Pathophysiology and Nursing Management of Clients' Health	3 credits
Total Bridge to Master of Science in Nursing		18 credits

Nursing: Graduate Programs

Master of Science in Nursing (MSN)

The seven emphases offered for the Master of Science in Nursing are the following:

- Acute Care Nurse Practitioner (ACNP)
- Adult Clinical Nurse Specialist (CNS)
- Family Nurse Practitioner (FNP)
- Health Care Informatics
- Nursing Education (NEd)
- Nursing Leadership in Health Care Systems (NL)
- Public Health (PH)

The following dual degree is also offered:

- Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems

Please refer to the University Policy Handbook, the Graduate Student Handbook, and program-specific manuals for additional policies and information.

Master of Science in Nursing: Acute Care Nurse Practitioner

The Master of Science in Nursing: Acute Care Nurse Practitioner program prepares experienced registered nurses to provide competent advanced practice nursing care in complex, acute, and critical care settings through an evidence-based program of study. Graduates are eligible for certification as acute care nurse practitioners (ACNPs) from the American Nurses Credentialing Center (ANCC) or the American Association of Critical Care Nurses (AACN). The program combines courses in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adults. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on the patient, family, and community, and prepare the ACNP in the diagnosis and management of acute and life-threatening health problems. The 46-credit hour program includes 500 hours of directly supervised clinical practice with ACNP and/or physician preceptors in nationally known care facilities. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
NUR 642	Advanced Physiology and Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR 653	Diagnosis and Management of Acutely Ill Patients I	3 credits
NUR 656	Diagnosis and Management of Acutely Ill Patients II	4 credits
NUR 658	Scope of Practice, Documentation, and Billing	2 credits
NUR 659	Diagnosis and Management of Acutely Ill Patients III	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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NUR 671	Practicum I	4 credits
NUR 672	Practicum II	4 credits
NUR 673	Practicum III	4 credits
Total Master of Science in Nursing: Acute Care Nurse Practitioner		46 credits
Total Clinical Hours		500 hours

Master of Science in Nursing: Adult Clinical Nurse Specialist

The Master of Science in Nursing: Adult Clinical Nurse Specialist program incorporates the advanced roles of clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant. The master's prepared nurse requires clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. The nurse prepared at the advanced level synthesizes elements of caring into the nurse-client relationship within practice based on advocacy, as well as ethical, social, legal, political, and historical perspectives. Emphases are placed on client empowerment with unconditional regard for all. The advanced practice role includes an advanced clinical component such as nurse practitioner or the clinical nurse specialist (CNS). The nursing role specialty includes a continuation of nursing knowledge in nursing leadership or nursing education. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
NUR 642	Advanced Physiology and Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR 647E	Nursing Education Seminar I	4 credits
NUR 655	CNS I: Theoretical Foundations	6 credits
NUR 657	CNS II: Influence Change in Health Care Systems	6 credits
NUR 663	CNS Clinical Internship	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Clinical Nurse Specialist		45 credits
Total Clinical Hours		500 hours

Master of Science in Nursing: Family Nurse Practitioner

The Master of Science in Nursing: Family Nurse Practitioner program prepares experienced professional nurses for advanced practice as primary care providers. The family nurse practitioner (FNP) makes independent critical judgments in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses illness, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality cost-effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting and collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care for clients across the lifespan. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
NUR 642	Advanced Physiology and Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR 646	Health Promotion in Advanced Practice Nursing	3 credits
NUR 675	Advanced Practice Management of Adult Health Care Problems in Primary Care	3 credits

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NUR 675C	Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical	3 credits
NUR 668	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care	3 credits
NUR 668C	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical	3 credits
NUR 667	Advanced Practice Management of Women's Health Care Issues in Primary Care	1.5 credits
NUR 667C	Advanced Practice Management of Women's Health Care Issues in Primary Care Clinical	1.5 credits
NUR 664T	Advanced Practice Management of Geriatric Issues in Primary Care	1.5 credits
NUR 664C	Advanced Practice Management of Geriatric Issues in Primary Care Clinical	1.5 credits
NUR 654	Diverse Application of Advanced Practice Concepts	3 credits
NUR 682C	Advanced Practice Clinical Practicum	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Family Nurse Practitioner		53 credits
Total Clinical Hours		650 hours

Master of Science in Nursing: Health Care Informatics

Health care informatics is a rapidly emerging discipline that offers new frontiers requiring innovative leadership. As health care reform begins to impact all areas of the health care system, greater attention is being focused on the value of health informatics in reducing health care costs, increasing access to health care, and improving the quality of health care services. Health care informatics is quickly becoming vital to the growth and security of the United States' health care system. The integration of information technology into health care and the continuous changes in patient-care systems require professionals and leaders with training in clinical operations, data management systems, health care system operations, project management, decision making, and quality assessment.

Graduates of the Master of Science in Nursing: Health Care Informatics program may perform a variety of functions for the organization, such as automating clinical care, building new operational data systems, training health care workers in the use of computer systems, collecting and analyzing data to improve patient care, etc. Depending on their areas of strength and focus, graduates may serve as project managers, project designers, researchers, systems analysts, or administrators and executives at all levels of the organization. Graduates may work in a variety of settings, including hospitals, primary care facilities, doctor's offices, insurance companies, pharmacies, technology suppliers, consulting firms, and more. Potential employers for graduates of this program include the Centers for Disease Control and Prevention, National Institutes of Health, clinical data exchange insurance sites, the government's Military Health System (hospitals), Centers for Medicare & Medicaid Services, state health care organizations, and informational technology vendors.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
HIM 515	Foundations and Concepts of Health Care Informatics	4 credits
HIM 615	Health Care Information Systems and Technology	4 credits
HIM 650	Health Care Data Management	4 credits
HCA 620	Business/Project Plan Evaluation and Development	4 credits
HCA 675	Health Care Innovation	4 credits
NUR 699	Evidence-Based Research Project	4 credits
Total Master of Science in Nursing with an Emphasis in Health Care Informatics		36 credits

Master of Science in Nursing with an Emphasis in Nursing Education

The Master of Science in Nursing with an Emphasis in Nursing Education program provides an educational experience to prepare advanced-professional nurses to address the ever changing and expanding educational needs of the nursing profession. The track is designed for those students in the Master of Science in Nursing program who are interested in pursuing or advancing in a position in nursing education. Graduates of this track will be prepared for a variety of roles in nursing education, either as clinical educators or academic educators in both traditional and nontraditional settings in nursing education. A post-master's certificate program is available to those nurses who already have a Master of Science in Nursing degree.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
NUR 641E	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR 645E	Advanced Health Assessment for Nurse Educators	4 credits
NUR 647E	Nursing Education Seminar I	4 credits
NUR 649E	Nursing Education Seminar II	4 credits
NUR 665E	Nursing Education Practicum	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing with an Emphasis in Nursing Education		36 credits

Master of Science in Nursing: Nursing Leadership in Health Care Systems

The Nursing Leadership in Health Care Systems program prepares nurses for leadership roles in today's rapidly changing health care delivery systems. The program consists of graduate nursing core courses and leadership courses taken with the Master of Science Leadership (MSL) program. From the graduate nursing core courses, students gain the knowledge, values, and skills needed for advanced generalist practice in an evolving health care system. The coursework in leadership provides an overview of leadership styles and the functioning of organizations with an emphasis on communication skills required to establish and maintain effective relationships.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
LDR 600	Leadership Styles and Development	4 credits
LDR 615	Organizational Development and Change	4 credits
LDR 620	Leading as a General Manager	4 credits
LDR 630	Servant Leadership	4 credits
NUR 670	Leadership in Health Care Organizations Practicum	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing: Nursing Leadership in Health Care Systems		36 credits

Master of Science in Nursing: Public Health

The demand for public health professionals is rapidly increasing as a result of health care reform, environmental health concerns, emerging and re-emerging diseases, sociopolitical factors affecting our nation's health, and expansion of health issues that are global in scope. Professionals who graduate from the Master of Science in Nursing: Public Health program may hold positions of responsibility in a variety of settings, including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, universities, nongovernmental organizations, governmental agencies, international health organizations, community-based health education and health promotion settings, and the corporate world. Graduates of Grand Canyon University's Master of Science in Nursing: Public Health program can be actively involved in the coordination, planning, development, implementation, and evaluation of health programs and services.

The Master of Science in Nursing: Public Health program is designed for nurses interested in disease prevention and community health. Public health professionals draw on knowledge and skills from a variety of disciplines to define, assess, and ultimately resolve public health problems. Students study theories, concepts, and principles of public health and their application. The curriculum, developed around the nursing core and national public health curriculum standards, uses a multidisciplinary approach that emphasizes psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; environmental public health concepts; public health administration systems and processes; and economic factors. It prepares students for an expanding range of professional opportunities and roles in public health and nursing. The Master of Science in Nursing: Public Health program culminates with a practicum and capstone project that students are able to design to best fit their area of specific interest.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 502	Theoretical Foundations for Nursing Roles and Practice	4 credits
NUR 504	Health Care Research Analysis and Utilization	4 credits
NUR 508	Ethics, Policy, and Finance in the Health Care System	4 credits
BIO 500	Biostatistics	4 credits
BIO 550	Epidemiology	4 credits
HLT 555	Environmental Health	4 credits
HLT 560	Social, Behavioral, and Cultural Factors in Public Health	4 credits
HLT 605	Public Health Administration	4 credits
HLT 660	Practicum	4 credits
NUR 699	Evidence-Based Practice Project	4 credits
Total Master of Science in Nursing with an Emphasis in Public Health		40 credits
Total Clinical/Practicum Hours		80 hours

Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems (Dual-Degree)

Refer to the Ken Blanchard College of Business section of the catalog for specific degree requirements and course sequence information on this program: Master of Business Administration and Master of Science in Nursing with an Emphasis in Nursing Leadership in Health Care Systems Dual-Degree.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate

The Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate program prepares experienced registered nurses to provide competent advanced practice nursing care in complex, acute, and critical care settings through an evidence-based program of study. Graduates are eligible for certification as an acute care nurse practitioner (ACNP) from the American Nurses Credentialing Center (ANCC) or the American Association of Critical Care Nurses (AACN). The program combines courses in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adults. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on the patient, family, and community, and prepare the ACNP in the diagnosis and management of acute and life-threatening health problems. The ACNP certificate program includes 500 hours of directly supervised clinical practice with ACNP and/or physician preceptors in nationally known care facilities. The post-master's certificate program is available to those nurses who already have a Master of Science in Nursing (MS or MSN) degree, who also meet the specific admission criteria.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 642	Advanced Physiology and Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR 653	Diagnosis and Management of Acutely Ill Patients	3 credits
NUR 656	Diagnosis and Management of Acutely Ill Patients II	4 credits
NUR 658	Scope of Practice, Documentation, and Billing	2 credits
NUR 659	Diagnosis and Management of Acutely Ill Patients III	4 credits
NUR 671	Practicum I	4 credits
NUR 672	Practicum II	4 credits
NUR 673	Practicum III	4 credits
Total Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate		34 credits
Total Clinical Hours		500 hours

Post-Master of Science in Nursing: Adult Clinical Nurse Specialist (CNS) Certificate

The Post-Master of Science in Nursing: Adult Clinical Nurse Specialist Certificate prepares the advanced professional nurse as an advanced practice nurse. The CNS addresses health care needs in the three CNS spheres of influence – the patient/client, nurses and nursing practice, and systems and organizations. The dimensions of the CNS role include clinical judgment, clinical inquiry, facilitator of learning, collaboration, systems thinking, advocacy/moral agency, caring practices and response to diversity.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 642	Advanced Physiology and Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR 647E	Nursing Education Seminar I	4 credits
NUR 655	CNS I: Theoretical Foundations	6 credits
NUR 657	CNS II: Influence Change in Health Care Systems	6 credits
NUR 663	CNS Clinical Internship	4 credits
Total Post-Master of Science in Nursing: Adult Clinical Nurse Specialist (CNS) Certificate		29 credits
Total Clinical Hours		500 hours

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

The Post-Master of Science in Nursing: Family Nurse Practitioner Certificate program prepares the professional nurse for advanced practice as a primary care provider. The family nurse practitioner (FNP) makes independent critical judgments in all levels of prevention, including health promotion; illness prevention; and diagnosis and management for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses illness, and prescribes pharmacologic and nonpharmacologic treatments to manage acute and chronic health problems to achieve quality cost-effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting and collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care for clients across the lifespan. Note: Certain courses may be waived for the Post-Master of Science in Nursing: FNP Certificate program if they have been taken previously.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 642	Advanced Physiology and Pathophysiology	3 credits
NUR 644	Advanced Pharmacology	3 credits
NUR 640	Advanced Health Assessment and Diagnostic Reasoning with Skills Lab	3 credits
NUR 646	Health Promotion in Advanced Practice Nursing	3 credits
NUR 675	Advanced Practice Management of Adult Health Care Problems in Primary Care	3 credits
NUR 675C	Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical	3 credits
NUR 668	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care	3 credits
NUR 668C	Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical	3 credits
NUR 667	Advanced Practice Management of Women's Health Issues in Primary Care	1.5 credits
NUR 667C	Advanced Practice Management of Women's Health Issues in Primary Care Clinical	1.5 credits
NUR 664T	Advanced Practice Management of Geriatric Issues in Primary Care	1.5 credits
NUR 664C	Advanced Practice Management of Geriatric Issues in Primary Care Clinical	1.5 credits
NUR 654	Diverse Application of Advanced Practice Concepts	3 credits
NUR 682C	Advanced Practice Clinical Practicum	4 credits
Total Post-Master of Science in Nursing: Family Nurse Practitioner Certificate		37 credits
Total Clinical Hours		650 hours

Post-Master of Science in Nursing: Nursing Education Certificate

The Post-Master of Science in Nursing: Nursing Education (MS-NEd) Certificate prepares advanced professional nurses in the nursing role specialty of nursing education. The NEd track addresses the expanding educational needs of the nursing profession. The Nurse Educator may practice in a variety of settings. The Nurse Educator will be prepared to practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning implementing and evaluating continuing education programs. The Advanced-Professional Nurse Educator

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will also be prepared to assume a faculty position in a traditional college of nursing or in a nontraditional program that relies on online technology as a teaching medium. Competencies of the Professional Practice Nurse Educator include utilizing assessing educational needs, planning programs to meet those needs, and evaluating the outcomes of their programs. This is accomplished in the context of an evidence-based practice model.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

NUR 641E	Advanced Pathophysiology and Pharmacology for Nurse Educators	4 credits
NUR 645E	Advanced Health Assessment for Nurse Educators	4 credits
NUR 647E	Nursing Education Seminar I	4 credits
NUR 649E	Nursing Education Seminar II	4 credits
NUR 665E	Nursing Education Practicum	4 credits
Total Post-Master of Science in Nursing: Nursing Education Certificate		20 credits

Health Professions: Undergraduate Programs

Bachelor of Science in Athletic Training

Athletic training, as defined by the National Athletic Trainer's Association, is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Students who want to become certified athletic trainers must earn a degree from an accredited athletic training curriculum. Accredited programs include formal instruction in areas such as injury/illness prevention, first aid and emergency care, assessment of injury/illness, human anatomy and physiology, therapeutic modalities, and nutrition. Classroom learning is enhanced through clinical education experiences. Certified athletic trainers (ATC) are qualified to work in a variety of settings, including high schools, colleges and universities, professional sports, clinics, and other areas as an integral part of the health care team. The education requires that 750 hours of clinical rotations on- and off-campus be completed before graduation. Students must provide their own transportation to clinical rotations.

Additional Admission Requirements

Admission into the clinical phase of the program is competitive. Not all students will be accepted. Please visit the website at www.gcu.edu/atep for clinical admission requirements.

Please refer to the University Policy Handbook for the specific admission requirements for this program, as well as for information on retention and progression.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
All Athletic Training Preclinical Coursework will apply to the General Education requirement.	
Total Athletic Training Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Athletic Training	120 credits

Athletic Training Preclinical Coursework

BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
EXS 214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS 214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
BIO 253	Emergency Care for Acute Injuries and Illnesses	4 credits
Total Athletic Training Preclinical Coursework		12 credits

Athletic Training Major

EXS 322	Clinical Instruction: Emergency, Taping, Bracing	4 credits
EXS 356	Recognition and Evaluation of Athletic Injuries I	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
BIO 356	Health Promotion and Wellness Protection	4 credits
EXS 352	Clinical Instruction: Health and Wellness Plans	4 credits
EXS 357	Recognition and Evaluation of Athletic Injuries II	4 credits
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 354	Clinical Instruction: Evaluation Techniques	4 credits
EXS 387	Therapeutic Modalities	3 credits

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EXS 387L	Therapeutic Modalities Lab	1 credit
EXS 426	Theory of Prescribing Exercise	3 credits
EXS 426L	Theory of Prescribing Exercise Lab	1 credit
EXS 355	Clinical Instruction: Rehabilitation Plans	4 credits
EXS 420	Management in Athletic Training, Health, and Athletics	4 credits
EXS 366	General Medical Conditions	4 credits
EXS 358	Clinical Instruction: General Medical Conditions	4 credits
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
EXS 370	Pharmacology: Drug Use and Abuse	4 credits
EXS 415[Δ]	Advanced Athletic Training	4 credits
Total Athletic Training Major		68 credits

Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration (BSHA) is an undergraduate professional degree designed to prepare students for entry-level supervisory roles in health care organizations. Ideal candidates for the BSHA program are those students looking for career entry in health care administration and those looking to advance from clinical/technical roles to supervisory roles. The BSHA program emphasizes both the conceptual and analytical skills required to manage in contemporary health care organizations. Graduates prepare themselves for administrative positions in hospitals, long-term care, outpatient facilities, physician offices, mental health organizations, insurance companies, public health agencies, and other types of health organizations. The BSHA program also prepares students who wish to eventually seek their master's degree in order to obtain senior health care executive positions.

The BSHA program features investigative and experimental opportunities in project management, teamwork, and leadership. Students of this program will have the opportunity to gain an in-depth understanding of the following:

- The organization and structure of components of the health care sector to permit development and implementation of successful management strategies within the industry.
- The managerial skills needed to work in teams, build cross-functional teams, and facilitate collaborative decision making.
- The industry-specific business knowledge and skills related to finance management, human resources, strategic planning, marketing, information management, and quality improvement.
- The impact that various dynamics (e.g., regulatory, legal, ethical, public policy, and political) can have on health service organizations and the management or administration of any specific sector of the health care industry.
- The manner in which public, private, and social forces can shape the health care system and affect health care providers.
- The financial options and strategies within and between component sectors of the health care industry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Health Care Administration Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Science in Health Care Administration	120 credits

Health Care Administration Major

HLT 205	Health Care Systems and Transcultural Health Care	4 credits
HCA 255	Health Policy and Economic Analysis	4 credits
HCA 240	Health Care Accounting and Billing	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
HCA 360	Health Information Technology and Management	4 credits
HCA 450	Quality in Health Care	4 credits
HCA 455	Organizational Behavior and Leadership in Health Care	4 credits
HCA 460	Operations and Risk Management in Health Care	4 credits
HCA 465	Health Care Administration and Management	4 credits
BIO 365	Biomedical Statistics	4 credits
HLT 364[Δ]	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HCA 470[Δ]	Strategic Planning and Implementation in Health Care	4 credits
HLT 494[Δ]	Professional Capstone Project	4 credits
Total Health Care Administration Major		56 credits

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Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care

The Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care program is a degree completion program designed for health care professionals, whose primary job duty involves direct patient interaction related to health assessment or treatment, to acquire baccalaureate level competencies in health sciences theory and health care professional issues.

Additional Admission Requirements

Please refer to the University Policy Handbook for the specific admission requirements for this program.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Health Sciences: Professional Development and Advanced Patient Care Major	36 credits
Total Electives	44-50 credits
Total Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care	120 credits

Health Sciences: Professional Development and Advanced Patient Care Core

HLT 306V	Advanced Patient Care	3 credits
HLT 308V	Risk Management and Health Care Regulations	3 credits
BIO 316V◆	Pharmacology for Health Care Professionals	3 credits
HLT 362V◆	Applied Statistics for Health Care Professionals	3 credits
HLT 324V◆	Transcultural Health Care	3 credits
HLT 310V	Spirituality in Health Care	3 credits
HLT 418V◆	Trends and Issues in Health Care	3 credits
HLT 314V	Health Care Systems	3 credits
HLT 312V◆	Ethics for Health Care Professionals	3 credits
BIO 317V[Δ]◆	Science Communication and Research	3 credits
AMP 450V	Leadership and Vocation	3 credits
HLT 490V	Professional Capstone Project	3 credits
Total Professional Development and Advanced Patient Care Core		36 credits

Health Professions: Graduate Programs

Master of Public Health

The demand for public health professionals is rapidly increasing as a result of health care reform, environmental health concerns, emerging and re-emerging diseases, sociopolitical factors affecting our nation's health, and expansion of health issues that are global in scope. Professionals with the Master of Public Health (MPH) degree may hold positions of responsibility in a variety of settings, including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, universities, nongovernmental organizations, governmental agencies, international health organizations, community-based health education and health promotion settings, and the corporate world. Individuals with an MPH degree are often actively involved in the coordination, planning, development, implementation, and evaluation of health programs and services.

The MPH program is designed for people interested in disease prevention and community health, and is the most widely recognized professional credential for leadership positions in public health. Public health professionals draw on knowledge and skills from a variety of disciplines to define, assess, and ultimately resolve public health problems. Students study theories, concepts, and principles of public health and their application. The curriculum, developed around national public health curriculum standards, uses a multidisciplinary approach that emphasizes psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; environmental public health concepts; public health administration systems and processes; and economic factors. It prepares students for an expanding range of professional opportunities and roles in public health and medicine. The MPH program culminates with a practicum and capstone project that students are able to design to best fit their area of specific interest.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 502	Introduction to Graduate Studies in the Health Sciences	2 credits
HLT 515	Social, Behavioral, and Cultural Factors in Public Health	4 credits
BIO 500	Biostatistics	4 credits

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HLT 540	Health Care Research Methods, Analysis, and Utilization	4 credits
HLT 555	Environmental Health	4 credits
BIO 550	Epidemiology	4 credits
HLT 600	Public Health Policy	4 credits
HLT 605	Public Health Administration	4 credits
HLT 610	Networking and Professional Readiness	2 credits
HCA 620	Business/Project Plan Evaluation and Development	4 credits
HLT 660	Practicum	4 credits
HCA 675	Health Care Innovation	4 credits
HCA 699	Evidence-Based Research Project	4 credits
Total Master of Public Health		48 credits

Master of Science in Health Care Administration

The Master of Science in Health Care Administration (MSHCA) provides the skills and experience necessary to perform as middle- and upper-level managers in a variety of health care organizations, and to serve as innovative change agents and leaders of organizational improvement and adaptation within the health care industry. The MSHCA program emphasizes the conceptual, analytical, and application skills required to manage in contemporary health care organizations. Graduates prepare themselves for administrative positions in hospitals, long-term care facilities, outpatient facilities, physician offices, mental health agencies, insurance companies, public health agencies, and other types of health organizations.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
HCA 515	Analysis of Contemporary Health Care Delivery Models	4 credits
HCA 530	Health Care Policies and Economics	4 credits
HLT 520	Legal and Ethical Principles in Health Care	4 credits
HLT 540	Health Care Research Methods, Analysis, and Utilization	4 credits
HCA 545	Organizational Structure, Dynamics, and Effectiveness	4 credits
HCA 615	Human Resource Management and Marketing Communication Strategies	4 credits
LDR 600	Leadership Styles and Development	4 credits
HCA 610	Essential Health Care Business Analyses	4 credits
HLT 610	Networking and Professional Readiness	2 credits
HCA 620	Business/Project Plan Evaluation and Development	4 credits
HCA 675	Health Care Innovation	4 credits
HCA 699	Evidence-Based Research Project	4 credits
Total Master of Science in Health Care Administration Major		48 credits

Students who have taken courses with equivalent content at the undergraduate level may waive one or more of these MSHCA Foundational courses in the program of study (HLT 520, HCA 525, and HCA 530) upon evaluation of their official transcripts.

Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MSHCA Foundational courses.

Master of Science in Health Care Informatics

Health care informatics is a rapidly emerging discipline that offers new frontiers requiring innovative leadership. As health care reform begins to impact all areas of the health care system, greater attention is being focused on the value of health informatics in reducing health care costs, increasing access, and improving the quality of health care services. Health care informatics is quickly becoming vital to the growth and security of the United States' health care system. The integration of information technology into health care and the continuous changes in patient-care systems require professionals and leaders with training in clinical operations, data management systems, health care system operations, project management, decision making, and quality assessment.

Graduates may perform a variety of functions for the organization, such as automating clinical care, building new operational data systems, training health care workers in the use of computer systems, collecting and analyzing data to improve patient care, etc. Depending on their areas of strength and focus, graduates may serve as project managers, project designers, researchers, systems analysts, or administrators and executives at all levels of the organization. Graduates may work in a variety of settings, including hospitals, primary care facilities, doctors' offices, insurance companies, pharmacies, technology suppliers, consulting firms, and more. Organizations of potential employment include the Centers for Disease Control and Prevention; National Institutes of Health; clinical data exchange insurance sites; the government's Military Health System (hospitals); Centers for Medicare & Medicaid Services; state health care; and informational technology vendors.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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UNV 504	Introduction to Graduate Studies in the Ken Blanchard College of Business	2 credits
HCA 515	Analysis of Contemporary Health Care Delivery Models	4 credits
HCA 530	Health Care Policies and Economics	4 credits
HLT 520	Legal and Ethical Principles in Health Care	4 credits
HLT 540	Health Care Research Methods, Analysis, and Utilization	4 credits
HIM 515	Foundations and Concepts of Health Care Informatics	4 credits
HIM 615	Health Care Information Systems and Technology	4 credits
HIM 650	Health Care Data Management	4 credits
HCA 610	Essential Health Care Business Analyses	4 credits
HLT 610	Networking and Professional Readiness	2 credits
HCA 620	Business/Project Plan Evaluation and Development	4 credits
HCA 675	Health Care Innovation	4 credits
HCA 699	Evidence-Based Research Project	4 credits
Total Master of Science in Health Care Informatics		48 credits

Students who have taken courses with equivalent content at the undergraduate level may waive one or more of the MHCI foundational courses (HLT 520, HCA 525, and HCA 530) in the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MHCI foundational courses.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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The College of Arts and Sciences

College of Arts and Sciences Description

The College of Arts and Sciences exemplifies a premier education at a private Christian university where quality instruction and student learning are the primary objectives. With an average class size of less than 25 to 1 and instructors that are primarily dedicated to the highest quality instruction and success of students, the college provides a premier learning environment and opportunity for mastery of course material. In addition to the high quality learning environment provided by the college in each course, faculty and staff work closely with students outside of the classroom to create a supportive extracurricular environment focused on students' personal growth, community awareness, and professional development. Graduates from the College of Arts and Sciences at Grand Canyon University can be confident that they have received the highest levels of academic preparation and personal support in the nation, providing them with the knowledge, skills, and values necessary to be leading critical thinkers, global citizens, effective communicators, and responsible servant leaders in their profession and in society.

College Vision

The College of Arts and Sciences at Grand Canyon University is one of the nation's leading educational institutions at preparing students to participate in and contribute to society and the workplace with the necessary skills, knowledge, and ambition to improve other individuals' lives and societies' conditions.

College Mission

The College of Arts and Science's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional achievement, responsible global citizenship, and servant leadership in accordance with the University's vision, mission, and Christian heritage.

The college's general education curriculum provides the groundwork upon which all educational experiences of undergraduate students at Grand Canyon University are built. Skills in critical thinking, problem solving, integration of faith and discipline, global awareness, effective communication, and servant leadership are introduced and developed through introductory courses in composition, communication and information literacy, philosophy, history, psychology, sociology, mathematics, and science.

The College of Arts and Sciences embraces and supports the culture and Christian heritage of the University through which it promotes a spirit of servant leadership within all the College's faculty, staff, and learners, thus creating strong and broad educational and external communities within which they can minister and serve.

The College of Arts and Sciences is committed to providing the most engaging and rewarding educational experience to all of its students regardless of program, educational level, age, prior experiences, professional status, learning platform, or distance from the main campus.

The College of Arts and Sciences supports development of a strong graduate culture through which students are able to take ownership, pride, and responsibility for developing meaningful networks, mastery of their disciplines, and unique areas of interest.

The College of Arts and Sciences exists to nourish students' individual lives and fosters their development as imaginative, engaged leaders who will use their skills and character to address the needs and challenges of the larger world.

Biomedical and Health Sciences Programs

The Biomedical and Health Science programs teach students how basic and applied sciences relate to life, death, disease, wellness, medical intervention, diagnosis, medical research, therapy, and patient care. The programs also introduce students to the structure and operations of health care systems, biomedical ethical issues or concerns, and intercultural and spiritual components of patient care. Graduates of the Biomedical and Health Science programs will enter or advance through graduate medical education, health care practice, or the clinical lab workforce with a solid understanding of the integration between mind, body, and spirit as it relates to patient care, personal wellness, and the treatment or diagnosis of disease or death.

Bachelor of Science in Biology with an Emphasis in Pre-Medicine

The Bachelor of Science in Biology with an Emphasis in Pre-Medicine is designed for students preparing for medical or dental school. The program includes courses required or recommended by graduate professional schools; preparation for the medical college admission test (MCAT), optometry admission test (OAT), or dental admission test (DAT); and specialized coursework focused on preparing students for success in their graduate studies. Students will have a Pre-Med faculty mentor to ensure that all medical school questions are answered and that proper progress is being made toward completion of the Pre-Med designated curriculum. The Pre-Med advisor will assist students in choosing medical schools and will advocate on behalf of students for a selection of medical schools.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Pre-Medicine Major	96 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Medicine	120 credits

Pre-Medicine Major

ENG 105[Δ]	English Composition I	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
ENG 106[Δ]	English Composition II	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 457	Genetics	4 credits
BIO 360	Medical Physiology	3 credits
BIO 360L	Medical Physiology Lab	1 credit
BIO 474	Human Gross Anatomy and Dissection	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 319	Applied Nutrition	4 credits
BIO 483	Pathophysiology	4 credits
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
CHM 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
CHM 332	Organic Chemistry II	3 credits
CHM 332L	Organic Chemistry II Lab	1 credit
PSY 102	General Psychology	4 credits
CHM 360	Principles of Biochemistry	3 credits
CHM 360L	Principles of Biochemistry Lab	1 credit
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
BIO 365	Biomedical Statistics	4 credits
HLT 364[Δ]	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Pre-Medicine Major		96 credits

Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy

The Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy is designed for students preparing for pharmacy school. It includes courses required or recommended by graduate professional schools, preparation for the pharmacy college admission test (PCAT), and specialized coursework focused on preparing students for success in their graduate studies. These students will have a Pre-Pharm faculty mentor to ensure that all pharmacy school questions are answered and that proper progress is being made toward completion of the designated curriculum. The Pre-Pharm advisor will assist students in choosing pharmacy schools and will advocate on behalf of students for a selection of pharmacy schools.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Pre-Pharmacy Major	104 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Pharmacy	120 credits

Pre-Pharmacy Major

ENG 105[Δ]	English Composition I	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
ENG 106[Δ]	English Composition II	4 credits
ECN 220	Introduction to Economics	4 credits
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 457	Genetics	4 credits
BIO 360	Medical Physiology	3 credits
BIO 360L	Medical Physiology Lab	1 credit

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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BIO 484	Human Anatomy	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 319	Applied Nutrition	4 credits
MAT 351	Calculus for Biomedical Sciences	4 credits
BIO 483	Pathophysiology	4 credits
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
CHM 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
CHM 332	Organic Chemistry II	3 credits
CHM 332L	Organic Chemistry II Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
PSY 102	General Psychology	4 credits
COM 210	Public Speaking	4 credits
CHM 360	Principles of Biochemistry	3 credits
CHM 360L	Principles of Biochemistry Lab	1 credit
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
BIO 365	Biomedical Statistics	4 credits
HLT 364[Δ]	Research and Communication Techniques in Health Care and Science	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Pre-Pharmacy Major		104 credits

Bachelor of Science in Biology with an Emphasis in Pre-Physician Assistant

The Bachelor of Science in Biology with an Emphasis in Pre-Physician Assistant is designed for students preparing for graduate-level physician assistant education. It includes courses required or recommended by graduate professional schools, preparation for the GRE and/or medical college admission tests, and specialized coursework focused on preparing students for success in their graduate studies. Students will have a Pre-PA faculty mentor to ensure that all physician assistant graduate program questions are answered and that proper progress is being made toward completion of the designated curriculum. The Pre-PA advisor will also assist students in choosing a physician assistant graduate program and will advocate on behalf of students for a selection of physician assistant graduate programs.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Pre-Physician Assistant Major	84 credits
Total Bachelor of Science in Biology with an Emphasis in Pre-Physician Assistant	120 credits

Pre-Physician Assistant Major

ENG 105[Δ]	English Composition I	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
ENG 106[Δ]	English Composition II	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credit
BIO 457	Genetics	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credit
BIO 319	Applied Nutrition	4 credits
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credit
BIO 483	Pathophysiology	4 credits
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
CHM 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit
CHM 332	Organic Chemistry II	3 credits
CHM 332L	Organic Chemistry II Lab	1 credit
PSY 102	General Psychology	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
BIO 365	Biomedical Statistics	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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HLT 364[Δ]	Research and Communication Techniques in Health Care and Science	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Pre-Physician Assistant Major		84 credits

Bachelor of Science in Exercise Science with an Emphasis in Athletic Coaching

The Bachelor of Science in Exercise Science with an Emphasis in Athletic Coaching program is a blend of classroom instruction and clinical experience designed for the optimum preparation of students in knowledge of the scientific and technical aspects of human performance with skills to assist the future teacher, fitness professional, or other professional who wishes to coach interscholastic, intercollegiate, or other sports teams in all aspects of preparation for competition. Successful completion of coursework will meet Level 3 guidelines from NASPE or State Board of Education requirements for coaching certification. The content is complementary to the major content for career choices that exercise science or physical education teachers make; it also enhances their marketability with school districts, YMCA/YWCAs, and in the fitness industry.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	56 credits
Total Athletic Coaching Emphasis	12 credits
Total Electives	12-18 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Athletic Coaching	120 credits

Exercise Science Major

PSY 102	General Psychology	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science	4 credits
BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
PED 200	Lifetime Personal Wellness and Teaching of Fitness	4 credits
PED 337	Theory, Philosophy, and Principles of Coaching	4 credits
EXS 214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS 214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
EXS 420	Management in Athletic Training, Health, and Athletics	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Choose any 3 of the following 6 courses:		
PED 325	Coaching Baseball: Theory and Practice	4 credits
PED 326	Coaching Basketball: Theory and Practice	4 credits
PED 327	Coaching Volleyball: Theory and Practice	4 credits
PED 328	Coaching Softball: Theory and Practice	4 credits
PED 329	Coaching Soccer: Theory and Practice	4 credits
PED 331	Coaching Wrestling: Theory and Practice	4 credits
Total Athletic Coaching Major		68 credits

Bachelor of Science in Exercise Science with an Emphasis in Health Education

The Bachelor of Science in Exercise Science with an Emphasis in Health Education program offers a blend of classroom instruction and clinical experience designed to prepare students for entry into the fitness industry as a personal trainer or strength coach, health and fitness instructor, or exercise leader. The program can lead—along with practical experience—to eligibility for certification in any of several areas with the American College of Sports Medicine and/or the National Strength and Conditioning Association (or any of the national aerobics instructor certifications). This emphasis will also provide competency in personal and group health instruction to prepare students as health and wellness educators. This career path is for anyone who wants to work directly with student/clients in the areas of disease prevention, physical fitness, wellness, and health enhancement.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Health Education	120 credits

Exercise Science Major

BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
PED 200	Lifetime Personal Wellness and Teaching of Fitness	4 credits
EXS 214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS 214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
BIO 319	Applied Nutrition	4 credits
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
HLT 380	Principles of Public and Environmental Health	4 credits
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
EXS 420	Management in Athletic Training, Health, and Athletics	4 credits
EXS 370	Pharmacology: Drug Use and Abuse	4 credits
HLT 485	Methods of Teaching Health and Measuring in Exercise Science	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Exercise Science Major		60 credits

Bachelor of Science in Exercise Science with an Emphasis in Physical Education

The Bachelor of Science in Exercise Science with an Emphasis in Physical Education program offers a blend of classroom instruction and clinical experience designed to prepare students for eligibility in the physical education content area for Arizona State Board of Education Certification and K–12 Physical Education Endorsement. This program meets NCATE National Standards for physical education. It is well-suited for those students who wish to complete a bachelor's degree first and the education requirements for Department of Education certification at a later date.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Exercise Science Major	60 credits
Total Electives	20-26 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Physical Education	120 credits

Exercise Science Major

BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
PED 200	Lifetime Personal Wellness and Teaching of Fitness	4 credit
EXS 214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS 214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
BIO 319	Applied Nutrition	4 credits
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
PED 263	Teaching of Team Sports and Individual Activities II	4 credits
HLT 485	Methods of Teaching Health and Measuring in Exercise Science	4 credits
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
PED 405	Elementary School Physical Education	4 credits
PED 344	Physical Education for Special Populations	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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PED 415	Secondary School Physical Education	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Exercise Science Major		60 credits

Bachelor of Science in Exercise Science with Emphasis in Pre-Physical Therapy

The Bachelor of Science in Exercise Science with an Emphasis in Pre-Physical Therapy is designed for students preparing for graduate level physical therapy education. It includes courses required or recommended by graduate professional schools, preparation for the GRE, and specialized coursework focused on preparing students for success in their graduate studies. These students will also have a Pre-PT faculty mentor to ensure that all physical therapy graduate program questions are answered and that proper progress is being made toward completion of the Pre-PT designated curriculum. The Pre-PT advisor will also assist students in choosing a physical therapy graduate program and advocating on behalf of students for a selection of physical therapy graduate programs.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Exercise Science Major	96 credits
Total Bachelor of Science in Exercise Science with an Emphasis in Pre-Physical Therapy	120 credits

Exercise Science Major

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
BIO 360	Medical Physiology	3 credits
BIO 360L	Medical Physiology Lab	1 credit
BIO 484	Human Anatomy	4 credits
MAT 250	College Algebra and Trigonometry	4 credits
HLT 100	Health Care Roles and Integration of Patient Care	4 credits
BIO 365	Biomedical Statistics	4 credits
EXS 340	Physiology of Exercise	3 credits
EXS 340L	Physiology of Exercise Lab	1 credit
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
PED 200	Lifetime Personal Wellness and Teaching of Fitness	4 credits
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
EXS 214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS 214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
PED 247[Δ]	Teaching Strategy in Physical Education and Exercise Science	4 credits
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
PED 251	Teaching of Team Sports and Individual Activities I	4 credits
PSY 102	General Psychology	4 credits
EXS 335	Kinesiology	3 credits
EXS 335L	Kinesiology Lab	1 credit
EXS 458	Theory and Practice of Strength and Conditioning	4 credits
EXS 356	Recognition and Evaluation of Athletic Injuries I	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
BIO 319	Applied Nutrition	4 credits
HLT 364[Δ]	Research and Communication Techniques in Health Care and Science[Δ]	4 credits
HLT 305	Legal and Ethical Principles in Health Care	4 credits
Total Exercise Science Major		96 credits

Bachelor of Science in Forensic Science

The Bachelor of Science in Forensic Science is designed for students who are interested in analyzing or collecting and processing biological evidence related to various types of legal and other investigations. The emphasis builds on a solid foundation of biology and chemistry, and provides additional training in criminal investigation, forensic biology, forensic human pathology, serology, and forensic DNA analysis. The program provides excellent preparation for graduate work in specialized areas of forensics. Forensic science students receive extensive training in the collection and analysis of biological evidence in both lab and field settings. Students learn how to evaluate mock crime scenes and how to document, collect, and analyze the biological evidence to establish the time and cause of death.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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With the rapid advances in biology, and because of the precision of the science, courts are apportioning greater weight to forensic evidence. Employment growth in state and local government should be driven by the increasing application of forensic science techniques—such as DNA analysis—to examine, solve, and prevent crime. This has created a critical need for personnel with specialized training in the field. Individuals who earn a bachelor's degree may seek employment in various private or public forensic science and conventional analytical laboratories. Students with sufficient work experience could eventually qualify for positions as laboratory supervisors, managers, or directors. Graduates will also find the program very useful in pursuing future studies at the master's or Ph.D. level.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
A number of courses in the major will satisfy General Education competencies. Students should talk with their Academic Counselors for more specific information.	
Total Forensic Science Major	104 credits
Total Bachelor of Science in Forensic Science	120 credits

Forensic Science Major

ENG 105[Δ]	English Composition I	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credits
BIO 205	Microbiology	3 credits
BIO 205L	Microbiology Lab	1 credits
COM 210	Public Speaking	4 credits
MAT 351	Calculus for Biomedical Sciences	4 credits
JUS 430	Criminal Law	4 credits
BIO 360	Medical Physiology	3 credits
BIO 360L	Medical Physiology Lab	1 credits
BIO 365	Biomedical Statistics	4 credits
HLT 364[Δ]	Research and Communication Techniques in Health Care and Science	4 credits
BIO 457	Genetics	4 credits
BIO 483	Pathophysiology	4 credits
BIO 484	Human Anatomy	4 credits
BIO 440	Body Fluid and DNA Analysis	4 credits
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
CHM 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit
CHM 332	Organic Chemistry II	3 credits
CHM 332L	Organic Chemistry II Lab	1 credit
CHM 360	Principles of Biochemistry	3 credits
CHM 360L	Principles of Biochemistry Lab	1 credit
BIO 460	Toxicology	4 credits
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
CHM 465	Forensic Chemistry	3 credits
CHM 465L	Forensic Chemistry Lab	1 credit
JUS 355	Physical Evidence I	3 credits
JUS 355L	Physical Evidence I Lab	1 credit
JUS 365	Physical Evidence II	3 credits
JUS 365L	Physical Evidence II Lab	1 credit
JUS 375	Crime Scene Processing and Evidence	3 credits
JUS 375L	Crime Scene Processing and Evidence Lab	1 credit
SCI 498	Senior Capstone in Forensic Science	4 credits
Total Bachelor of Science in Forensic Science		104 credits

Bachelor of Science in Forensic Science (Beginning Spring 2013)

The Bachelor of Science in Forensic Science is designed for students who are interested in analyzing or collecting and processing biological evidence related to various types of legal and other investigations. The emphasis builds on a solid foundation of biology and chemistry, and provides additional training in criminal investigation, forensic biology, forensic human pathology, serology, and forensic DNA analysis. The program provides excellent preparation for graduate work in specialized areas of forensics. Forensic science students receive extensive training in the collection and analysis of biological evidence in both lab and field settings. Students learn how to evaluate mock crime scenes and how to document, collect, and analyze the biological evidence to establish the time and cause of death.

With the rapid advances in biology, and because of the precision of the science, courts are apportioning greater weight to forensic evidence. Employment growth in state and local government should be driven by the increasing application of forensic science techniques—such as DNA analysis—to examine, solve, and prevent crime. This has created a critical need for personnel with specialized training in the field. Individuals who earn a bachelor's degree may seek employment in various private or public forensic science and conventional analytical laboratories. Students with sufficient work experience could eventually qualify for positions as laboratory supervisors, managers, or directors.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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Graduates will also find the program very useful in pursuing future studies at the master's or Ph.D. level.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Forensic Science Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Forensic Science	120 credits

Required General Education Coursework

ENG 105	English Composition I	4 credits
COM-210	Public Speaking	4 credits
MAT 274	Probability and Statistics	4 credits
MAT 351	Calculus for Biomedical Sciences	4 credits
BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
JUS 230	Fundamentals of Criminal Law	4 credits
Total Required General Education Coursework		24 credits

Forensic Science Major

BIO 201	Human Anatomy and Physiology I	3 credits
BIO 201L	Human Anatomy and Physiology I Lab	1 credits
BIO 202	Human Anatomy and Physiology II	3 credits
BIO 202L	Human Anatomy and Physiology II Lab	1 credits
BIO 457	Genetics	4 credits
BIO 440	Body Fluid and DNA Analysis	4 credits
BIO 460	Toxicology	4 credits
BIO 483	Pathophysiology	4 credits
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
CHM 231	Organic Chemistry I	3 credits
CHM 231L	Organic Chemistry I Lab	1 credit
CHM 232	Organic Chemistry II	3 credits
CHM 232L	Organic Chemistry II Lab	1 credit
CHM 360	Principles of Biochemistry	3 credits
CHM 360L	Principles of Biochemistry Lab	1 credit
CHM 365	Instrumental Analysis	3 credits
CHM 365L	Instrumental Analysis Lab	1 credit
JUS 255	Crime Scene Processing	3 credits
JUS 255L	Crime Scene Processing Lab	1 credit
JUS 265	Physical Evidence I	3 credits
JUS 265L	Physical Evidence I Lab	1 credit
JUS 275	Physical Evidence II	3 credits
JUS 275L	Physical Evidence II Lab	1 credit
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
SCI 498	Senior Capstone in Forensic Science	4 credits
Total Forensic Science Major		72 credits

Humanities Programs

The Humanities programs are designed to tell the stories, stimulate the ideas, and provide the words that help students make sense of their lives and the world in which they live. The programs introduce students to people and cultures that they have never met or experienced, places they have never seen or visited, and ideas that may have never crossed their minds. Through study of how others have lived and thought about life, students will begin to discern what is important in their own lives and what they might do to make them better, what is right or wrong, and the impact that heritage and history have on their thoughts and experiences. Graduates of the humanities programs will enter the workforce with a solid understanding of themselves and the human conditions. They will have the cultural knowledge and communication skills to address the challenges that we face together in our families, our communities, our nation, and our global society.

Bachelor of Arts in Communications

Grand Canyon University's Bachelor of Arts in Communications program develops leaders in the fields of human communication and media. The program is built on a values-based liberal arts foundation. Students develop the knowledge, creativity, and intermodal communication skills necessary to design and deliver compelling messages.

Students must complete a minimum of 36 upper-division credits in order to graduate.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Communications Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Arts in Communications	120 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Communications Major

COM 126	Communications and the Media	4 credits
COM 151	History and Criticism of Visual Media	4 credits
COM 231	Persuasive Theory	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
COM 302	Writing for the Media	4 credits
COM 311	Principles of Public Relations	4 credits
COM 315	Intercultural Communications	4 credits
COM 321	Public Relations Writing and Design	4 credits
COM 331	Visual Media and Storytelling	4 credits
COM 435	Consumer Communications and Behavior	4 credits
COM 445	Communication Issues and Critical Thinking	4 credits
Total Communications Major		44 credits

Bachelor of Arts in English Literature

Grand Canyon University's Bachelor of Arts in English Literature program is designed to provide its majors with a general knowledge of the history of English and American literature and specific knowledge of selected authors, periods, and genres. Students will acquire skills and practice in written and oral communication, critical thinking about literary and other texts, and grammar and linguistics relevant to primary and secondary teaching. Students will gain a critical appreciation for literature and recognize the broad value of literature and its potential to expand students' perspectives and transform their visions of the world.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total English Literature Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in English Literature	120 credits

English Literature Major

ENG 250	Analysis of World Literature	4 credits
ENG 260	English Literature I	4 credits
ENG 270	English Literature II	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
ENG 350	American Literature I	4 credits
ENG 353	American Literature II	4 credits
ENG 358	Introduction to English Grammar and Linguistics	4 credits
ENG 450	Shakespeare	4 credits
ENG 425	Major Author	4 credits
ENG 424	Literary Movement	4 credits
ENG 356	The Short Story	4 credits
ENG 460	The Novel	4 credits
Total English Literature Major		48 credits

Bachelor of Arts in History

Grand Canyon University's Bachelor of Arts in History program entails the study of diverse world cultures. The degree allows students to develop the skills and knowledge associated with a liberal arts degree, while giving graduates the analytical skills necessary to compete in a global economy. The degree also prepares students for graduate studies in history, law, and related fields.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total History Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Arts in History	120 credits

History Major

HIS 221	Themes in U. S. History	4 credits
HIS 109	World Civilization	4 credits
HIS 247	History and Historians	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
HIS 310	Civil War and Reconstruction	4 credits
HIS 318	Near-Eastern History	4 credits
HIS 320	Modern Middle East	4 credits
HIS 331	20th Century World	4 credits
HIS 344	Colonial and Revolutionary America	4 credits
HIS 354	England to 1688	4 credits
HIS 460	Russian History	4 credits
HIS 465	History of Modern East Asia	4 credits
Total History Major		48 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Social and Behavioral Studies Programs

The Social and Behavioral Studies programs prepare students to understand, predict, and treat human behavior at both individual and societal levels. Depending on the program that is chosen, students are able to choose career paths that could involve direct patient care and treatment, justice services, social study, the development of impact initiatives, organizational understanding, human resource management, individual behavioral study and research, or consulting, to name a few. Graduates of the Social and Behavioral Studies programs will develop greater understanding and predictive knowledge of behavior at both the individual and societal levels that will provide significant impact on the overall behavioral health and wellness of society and its members.

Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse

The Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse is designed to train practitioners in the field of addiction counseling, chemical dependency, and substance abuse treatment. The coursework focuses on the nature of psychopathological conditions and their impact on the physical, emotional, social, intellectual, and spiritual nature of the human being. Core courses include study of the psychopathological behavior's impact on the individual, family, and society; screening and assessment methods at the beginning of treatment; and case management during the treatment phases. Counseling skills courses and a fieldwork/practicum course complete the focused coursework list. Completion of this program may qualify graduates to meet the standards for state, national, and international certification for professional prevention specialists and treatment counselors/providers. Participants should contact the appropriate certifying body to ensure that courses meet certification requirements.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major	68 credits
Total Electives	12-18 credits
Total Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse	120 credits

Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major

PSY 102	General Psychology	4 credits
HLT 205	Health Care Systems and Transcultural Health Care	4 credits
HCA 255	Health Policy and Economic Analysis	4 credits
HCA 240	Health Care Accounting and Billing	4 credits
PCN 303	Professional Readiness: Legal, Ethical, Personal, and Professional Responsibilities in Counseling	4 credits
HLT 302	Spirituality and Christian Values in Health Care and Wellness	4 credits
PCN 306	Culture and Diversity in Counseling Service and Practice	4 credits
PCN 308	Group Counseling and Community Education	4 credits
PCN 309	Case Management and Interventions in Counseling	4 credits
PCN 315	Medical and Physiological Aspects of Chemical Dependence and Substance Abuse for Counselors	4 credits
PSY 470	Abnormal Psychology	4 credits
PCN 430	Chemical Dependency and Substance Abuse: Evaluation, Documentation, and Comprehensive Treatment Planning	4 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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PCN 435	Chemical Dependency and Substance Abuse: Psychopathology and Psychotherapy Models	4 credits
PCN 438	Addiction Counseling: Psychopathology, Evaluation, Counseling, and Treatment Planning	4 credits
PCN 440	Family Therapy and Education in Addiction, Chemical Dependency, and Substance Abuse Counseling	4 credits
PCN 445	Psychopathology, Co-Occurring Disorders, and Dual Diagnoses in Counseling	4 credits
PCN 490	Practicum	4 credits
Total Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse		68 credits

Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse **(Beginning Spring 2013)**

The Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse is designed to meet the needs of learners who wish to pursue entry-level careers as addiction counselors/behavioral health technicians. The demand for addiction counselors is expected to grow in both the public and private sectors in the near future. A bachelor's degree is the first step for individuals seeking certification/licensure in many states. Graduates from this degree program are prepared to meet the minimum academic requirements for licensure in Arizona as Licensed Associate Substance Abuse Counselors and Licensed Substance Abuse Technicians. Additionally, program graduates from many other states will be academically prepared to begin the process of seeking certification and/or licensure in their home states. Licensing and/or certification requirements may vary from state to state, and it is the student's responsibility to check the requirements in specific states.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major	72 credits
Total Electives	8-14 credits
Total Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse	120 credits

Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major

PCN 100	Foundations of Addiction and Substance Use Disorders	4 credits
PCN 107	Introduction to Counseling Theories	4 credits
PCN 150	Psychopharmacology in Treatment of Addiction and Substance Use Disorders	4 credits
PCN 153	Co Occurring Disorders and HIV/AIDS	4 credits
PCN 158	Multicultural Counseling in a Diverse Society	4 credits
PCN 162	Group Interventions and Community Resources for Addiction and Substance Use Disorders	4 credits
PCN 255	Case Management and Crisis Intervention Skills for Addiction and Substance Use Disorders	4 credits
PCN 265	Relapse Prevention in the Treatment of Addiction and Substance Use Disorders	4 credits
PCN 275	Family Dynamics and Community Education in the Treatment of Addiction and Substance Use Disorders	4 credits
PCN 360	Domestic Violence and Child and Elder Abuse in Families With Addiction and Substance Use Disorders	4 credits
PCN 365	Advanced Counseling Theories for Addiction and Substance Use Disorder Counselors	4 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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PCN 370	Psychopathology and Advanced Treatment Issues for Special Populations With Addiction and Substance Use Disorders	4 credits
PCN 373	Spirituality and Addiction	4 credits
PCN 404	Professional, Legal, and Ethical Issues for Addiction and Substance Use Disorder Counselors	4 credits
PCN 475	Treatment of Addiction and Substance Use Disorders in Children and Adolescents	4 credits
PCN 481	Process Addictions	4 credits
PCN 485	Advanced Case Management for Addiction and Substance Use Disorders	4 credits
PCN 488	Trauma, Addiction, and Substance Use Disorders	4 credits
Total Counseling with an Emphasis in Addiction, Chemical Dependency, and Substance Abuse Major		72 credits

Bachelor of Science in Justice Studies

Grand Canyon University's Bachelor of Science in Justice Studies prepares students to enter careers in law enforcement, governmental and private agencies, research, social work, political science, and a variety of other fields. Graduates will be able to describe the components of the justice system from a systems perspective, including function, organization, issues, practices, and interrelationship of law enforcement agencies, the courts, and the corrections system.

Students must complete a minimum of 36 upper-division credits in order to graduate.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Justice Studies Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Justice Studies	120 credits

Justice Studies Major

JUS 104	Introduction to Justice Studies	4 credits
JUS 110	Crime and Criminology	4 credits
JUS 250	Critical Issues in Criminal Justice	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
JUS 320	The Police Function	4 credits
JUS 325[Δ]	The Adjudication Function	4 credits
JUS 330	The Correctional Function	4 credits
JUS 430	Criminal Law	4 credits
JUS 435	Criminal Procedure	4 credits
JUS 452	Juvenile Delinquency and Justice	4 credits
SOC 400	Social Research and Statistics	4 credits
JUS 442	Terrorism's Impact on Emergency Management	4 credits
Total Justice Studies Major		48 credits

Bachelor of Science in Psychology

Grand Canyon University's Bachelor of Science in Psychology program offers a broad array of courses that increase the understanding of past and present human actions. With this understanding comes the responsibility to improve relationships with others and to help others achieve similar understanding of and insight into their own behaviors. The program helps prepare students for entry-level positions in agencies and organizations that seek to help those in need. It should be understood that the requirements for employment in many positions in the helping professions include advanced education beyond the bachelor's degree.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Psychology Major	48 credits
Total Electives	32-38 credits
Total Bachelor of Science in Psychology	120 credits

Psychology Major

PSY 102	General Psychology	4 credits
PSY 225	Human Sexuality	4 credits
PSY 255	Personality Psychology	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
PSY 357	Lifespan Development	4 credits
PSY 369	Social Psychology	4 credits
PSY 380	Introduction to Probability and Statistics	4 credits
PSY 356	Learning and Cognition	4 credits
PSY 352	Health Psychology	4 credits
PSY 452	Experimental Psychology	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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PSY 470	Abnormal Psychology	4 credits
PSY 460	Fundamentals of Counseling and Guidance	4 credits
Total Psychology Major		48 credits

Bachelor of Science in Sociology

The Bachelor of Science in Sociology program encourages students to think deeply and seriously, using both the Christian and scientific perspectives, about the consequences of social structures upon human social behavior in its many diverse contexts.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Students who are Minnesota residents must complete the Minnesota-specific General Education requirements.	
Total Sociology Major	44 credits
Total Electives	36-42 credits
Total Bachelor of Science in Sociology	120 credits

Sociology Major

SOC 102	Principles of Sociology	4 credits
SOC 220	Social Problems	4 credits
PSY 225	Human Sexuality	4 credits
PHI 305	Ethical Thinking in the Liberal Arts	4 credits
SOC 315	Cultural Anthropology	4 credits
SOC 320	Marriage and Family	4 credits
SOC 415	American Minority Peoples	4 credits
SOC 400	Social Research and Statistics	4 credits
PSY 369	Social Psychology	4 credits
SOC 417	Sociological Theory	4 credits
SOC 410	Social Inequality and Stratification	4 credits
Total Sociology Major		44 credits

Master of Science in Addiction Counseling

The Master of Science in Addiction Counseling degree is designed to meet the needs of learners who wish to pursue careers as addiction counseling professionals. This degree prepares students to treat substance abuse\dependency disorders. The demand for licensed addiction counselors is expected to grow in both the public and private sectors in the foreseeable future. A Master's degree is a required step for individuals seeking the highest level of licensing and/or certification in many states. Graduates from the GCU program of study are prepared to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Substance Abuse Counselor (LASAC)
- Licensed Independent Substance Abuse Counselor (LISAC).

Additionally, program graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state-to-state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

UNV 502	Introduction to Graduate Studies in the Health Sciences	2 credits
PCN 501	Introduction to Addictions and Substance Use Disorders	3 credits
PCN 505	Professional Counseling Orientation and Ethics	3 credits
PCN 500	Counseling Theories	3 credits
PCN 520	Group Counseling Theory and Practice	3 credits
PCN 509	Social and Cultural Diversity Issues in Counseling	3 credits
PCN 527	Psychopharmacology and Addictions	3 credits
PCN 529	Co-Occurring Disorders	3 credits
PCN 531	Family Issues and Addictive Disorders	3 credits
PCN 610	Diagnostics, Assessment, and Treatment	3 credits
PCN 535	Counseling Chemical Dependency Adolescents	3 credits
PCN 622	Pre-Practicum	2 credits
PCN 662A	Practicum/Internship I	2 credits
Total Master of Science in Addiction Counseling		36 credits

Master of Science in Criminal Justice with an Emphasis in Law Enforcement

The Master of Science in Criminal Justice with an Emphasis in Law Enforcement is designed for students seeking to expand their understanding of the law, social order, and justice. This program is particularly suited to law enforcement personnel who wish to advance in their field, as well as corrections, probation, and parole officers; law clerks; and other decision makers who address questions of public policy, social research, and administration of justice in the public sphere. This program also prepares students for work in legal foundations where in-depth issues are contended.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 503	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS 505	Critical Issues in Criminal Justice	4 credits
JUS 521	Criminal Investigations	4 credits
JUS 510	Research Methods	4 credits
JUS 610	Forensic Psychology	4 credits
JUS 520	Restorative Justice	4 credits
JUS 515	Organizational Behavior and Leadership in Criminal Justice	4 credits
JUS 620	Exploration of Law and Public Policy	4 credits
JUS 524	Terrorism and Homeland Security	4 credits
JUS 618	Ethics and Liability for Policing and Corrections	4 credits
JUS 652	Capstone	2 credits
Total Master of Science in Criminal Justice with an Emphasis in Law Enforcement		40 credits

Master of Science in Criminal Justice with an Emphasis in Legal Studies

The Master of Science in Criminal Justice with an Emphasis in Legal Studies is designed for students seeking to expand their understanding of the law, social order, and justice. This program is particularly suited to law enforcement personnel who wish to advance in their field, as well as corrections, probation, and parole officers; law clerks; and other decision makers who address questions of public policy, social research, and administration of justice in the public sphere. This program also prepares students for work in legal foundations where in-depth issues are contended.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 503	Introduction to Graduate Studies in the Liberal Arts	2 credits
JUS 505	Critical Issues in Criminal Justice	4 credits
JUS 531	Constitutional Issues in Criminal Justice	4 credits
JUS 510	Research Methods	4 credits
JUS 610	Forensic Psychology	4 credits
JUS 520	Restorative Justice	4 credits
JUS 515	Organizational Behavior and Leadership in Criminal Justice	4 credits
JUS 620	Exploration of Law and Public Policy	4 credits
JUS 630	International Law	4 credits
JUS 635	Legal Research	4 credits
JUS 652	Capstone	2 credits
Total Master of Science in Criminal Justice with an Emphasis in Legal Studies		40 credits

Master of Science in Professional Counseling

The Masters of Science in Professional Counseling Degree requires 60 credit hours. The program's courses were chosen to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC) and by Arizona Board of Behavioral Health Examiners. A Master's Degree in Counseling is a required step in 48 states including Arizona for individuals seeking to become licensed as counselors. Graduates from this program of study are prepared to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Counselor (LAC)
- Licensed Professional Counselor (LPC)
- Licensed Associate Substance Abuse Counselor (LASAC)
- Licensed Independent Substance Abuse Counselor (LISAC)

Additionally, graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

UNV 502	Introduction to Graduate Studies in the Health Sciences	2 credits
PCN 501	Introduction to Addictions and Substance Use Disorders	3 credits
PCN 505	Professional Counseling Orientation and Ethics	3 credits
PCN 500	Counseling Theories	3 credits
PCN 520	Group Counseling Theory and Practice	3 credits
PCN 509	Social and Cultural Diversity Issues in Counseling	3 credits
PCN 527	Psychopharmacology and Addictions	3 credits
PCN 530	Human Sexuality, Aging, and Long-Term Care	3 credits
PCN 515	Counseling Skills in the Helping Relationships	3 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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PCN 518	Human Growth and Development	3 credits
PCN 521	Marriage and Family Therapy	3 credits
PCN 545	Spousal and Child Abuse, Crisis, and Trauma Counseling	3 credits
PCN 523	Tests and Appraisal in Counseling	3 credits
PCN 525	Career Development and Counseling	3 credits
PCN 540	Research Methods	3 credits
PCN 610	Diagnostics, Assessment, and Treatment	3 credits
PCN 605	Psychopathology and Counseling	3 credits
PCN 622	Pre-Practicum	2 credits
PCN 662A	Practicum/Internship I	2 credits
PCN 662B	Practicum/Internship II	2 credits
PCN 662C	Practicum/Internship III	2 credits
PCN 662D	Practicum/Internship VI	2 credits
Total Master of Science in Professional Counseling		60 credits

Master of Science in Psychology with an Emphasis in General Psychology

The Master of Science in Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program focuses on the development of critical thinking and leadership qualities. Graduates with these attributes impact those around them through leadership, action research, and introduction of programmatic community changes whether they are acting from the perspective of teachers, practitioners, or researchers.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 503	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY 510	Contemporary and Ethical Issues in Psychology	4 credits
PSY 560	Learning, Cognition, and Motivation	4 credits
PSY 530	Social and Cultural Psychology	4 credits
PSY 650	Human Development	4 credits
PSY 520	Graduate Statistics	4 credits
PSY 660	Health Psychology	4 credits
PSY 550	Research Methods	4 credits
PSY 570	Psychopathology	4 credits
PSY 692	Capstone Course	2 credits
Total Master of Science in Psychology with an Emphasis in General Psychology		36 credits

Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology

The Master of Science in Psychology is a program designed for individuals who desire promotion and/or continued academic exposure in the field of psychology. The program focuses on the development of critical thinking and leadership qualities. Graduates with these attributes impact those around them through leadership, action research, and introduction of programmatic community changes whether they are acting from the perspective of teachers, practitioners, or researchers.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

UNV 503	Introduction to Graduate Studies in the Liberal Arts	2 credits
PSY 510	Contemporary and Ethical Issues in Psychology	4 credits
PSY 565	Industrial/Organizational Psychology	4 credits
PSY 530	Social and Cultural Psychology	4 credits
PSY 575	Organizational Behavior and Development	4 credits
PSY 520	Graduate Statistics	4 credits
PSY 655	Strategies for Effective Leadership and Consultation	4 credits
PSY 550	Research Methods	4 credits
PSY 665	Principles of Personnel and Human Resource Management	4 credits
PSY 692	Capstone Course	2 credits
Total Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology		36 credits

Minors

Minor in Athletic Coaching

The Minor in Athletic Coaching is intended to assist the future teacher, fitness professional, or other professional who wishes to coach interscholastic, intercollegiate, or other sports teams in all aspects of preparation for competition.

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

BIO 155	Introduction to Anatomy and Physiology	3 credits
BIO 155L	Introduction to Anatomy and Physiology Lab	1 credit
EXS 214	Care, Treatment, and Prevention of Athletic Injuries	3 credits
EXS 214L	Care, Treatment, and Prevention of Athletic Injuries Lab	1 credit
PED 337	Theory, Philosophy, and Principles of Coaching	4 credits
Choose any 3 of the following 6 courses:		
PED 325	Coaching Baseball: Theory and Practice	4 credits
PED 326	Coaching Basketball: Theory and Practice	4 credits
PED 327	Coaching Volleyball: Theory and Practice	4 credits
PED 328	Coaching Softball: Theory and Practice	4 credits
PED 329	Coaching Soccer: Theory and Practice	4 credits
PED 331	Coaching Wrestling: Theory and Practice	4 credits
Total Minor in Athletic Coaching		24 credits

Minor in Military Service (ROTC)

Within this minor, the EPE 105 can be taken multiple times to achieve the 38 total credits required, and the HIS 231 can be applied to the General Education requirement if it is not already specified in the student's program of study.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

EPE 105	Physical Fitness Training	1 credit
MIS 101	Introduction to Leadership and Personal Development	3 credits
MIS102	Introduction to Tactical Leadership	3 credits
MIS201	Innovative Team Leadership	3 credits
MIS 202	Foundation of Tactical Leadership	3 credits
MIS 205	Leader's Training Course	4 credits
MIS 294	Ranger Fitness	3 credits
MIS 301	Adaptive Team Leadership	3 credits
MIS 302	Applied Team Leadership	3 credits
MIS 401	Adaptive Leadership	3 credits
MIS 402	Leadership in a Complex World	3 credits
HIS 231	American Military History	3 credits
Total Minor in Military Service (ROTC)		38 credits

Minor in Pre-Medicine

The Minor in Pre-Medicine includes the standard science coursework required for admission into most graduate medical programs. It also provides all the foundational concepts that would be covered in any entrance exam (MCAT, PCAT, DAT, OAT, etc.).

Graduate medical programs will accept applications from students with any baccalaureate degree as long as they meet all the other prescribed admission requirements. While the coursework defined in this minor covers the standard science courses required by almost all graduate programs, most schools will have additional requirements for admission. It is strongly recommended that students considering this minor do some investigation into the admission requirements of the specific graduate programs that they are considering and contact the College of Arts and Sciences as early as possible so the college can assign a faculty mentor specializing in helping students prepare for application in specific areas of interest to maximize their potential for admission.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

BIO 181	General Biology I	3 credits
BIO 181L	General Biology I Lab	1 credit
BIO 182	General Biology II	3 credits
BIO 182L	General Biology II Lab	1 credit
CHM 113	General Chemistry I	3 credits
CHM 113L	General Chemistry I Lab	1 credit
CHM 115	General Chemistry II	3 credits
CHM 115L	General Chemistry II Lab	1 credit
CHM 331	Organic Chemistry I	3 credits
CHM 331L	Organic Chemistry I Lab	1 credit
CHM 332	Organic Chemistry II	3 credits
CHM 332L	Organic Chemistry II Lab	1 credit
CHM 360	Principles of Biochemistry	3 credits
CHM 360L	Principles of Biochemistry Lab	1 credit
PHY 111	General Physics I	3 credits
PHY 111L	General Physics I Lab	1 credit
PHY 112	General Physics II	3 credits
PHY 112L	General Physics II Lab	1 credit
Total Minor in Pre-Medicine		36 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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Minor in Spanish

The minor in Spanish is designed to develop at least intermediate level fluency in listening, speaking, reading, and writing Spanish, and to provide a general introduction to Spanish culture and literature in order to enhance cross-cultural sensibilities and expand opportunities in the job market.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

SPA 214	Intermediate Spanish I	4 credits
SPA 224	Intermediate Spanish II	4 credits
SPA 309	Spanish Conversation	4 credits
SPA 310	Spanish Composition and Grammar	4 credits
SPA 320	Contemporary Issues	4 credits
SPA 341	Introduction to Literature in Spanish	4 credits
Total Minor in Spanish		24 credits

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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The College of Fine Arts and Production

College of Fine Arts and Production Description

The College of Fine Arts and Production is dedicated to providing its students with the finest training possible in their chosen fields. All disciplines and majors within the College require a thorough and exhaustive study of subject-specific theory and related performance to translate theory into active and exciting participation and presentation. All of the College's faculty are dedicated professionals who are active within their fields and therefore can offer students the unique opportunity of their current professional expertise as well as classroom knowledge.

College Mission

The College of Fine Arts and Production endeavors to create an environment where students can be challenged to excel throughout all of their class work as well as in their performance opportunities. Faculty strive to imbue students with the tools to create, analyze, lead, and teach through the eventual mastery of their chosen disciplines.

College Features

Currently, the College consists of four departments, Dance, Music, Production, and Theatre.

The Department of Dance offers a Bachelor of Arts in Dance Education.

The Department of Music features four degrees, a Bachelor of Arts in Music Education, a Bachelor of Arts in Music Education - Instrumental, a Bachelor of Arts in Music with an Emphasis in Piano, and a Bachelor of Arts in Music with an Emphasis in Voice. The Department of Music features four ensembles—Choral Union, Grand Canyon Chorale, Canyon Singers, and New Life.

The Department of Production offers a Bachelor of Arts in Digital Design with an emphasis in either Animation or Web Design, and a Bachelor of Arts in Digital Film with an emphasis in either Production or Screenwriting.

The Department of Theatre offers a Bachelor of Arts in Theatre and Drama and a Bachelor of Arts in Theatre Education. Both departments have several performing groups. The Department of Theatre presents the Grand Canyon University Theatre Series, which is comprised of five productions performing over 30 times annually.

Department of Dance

Grand Canyon University's Department of Dance is dedicated to the training of dancers, teachers, and choreographers by blending both the theory and the practice of dance performance and its related disciplines.

In addition to regular classroom studies, students are encouraged to take part in the University Dance Series in numerous capacities, including performing and choreographing, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to dance training creates a graduate who is multifaceted and prepared to succeed in today's marketplace.

Bachelor of Arts in Dance Education (IP/Non-TL)

(Initial Program-Does Not Lead to Teacher Licensure)

This program is designed for students interested in the education of children in grades K-12, and for those who are seeking teacher certification. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component. These educational settings must be state certified environments and mentor teachers must be fully certified. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teacher licensure. Students and applicants are responsible for contacting their state department of education for licensure requirements and program approval.

The program is designed to train dancers, teachers, and choreographers by blending both the theory and the practice of

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dance performance and its related fields. In addition to regular classroom studies, students are encouraged to take part in the University Dance Series in numerous capacities, including performing and choreographing, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to dance training creates a graduate who is multifaceted and prepared to succeed in today's marketplace.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Dance Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Dance Education	120 credits

Dance Education Major

DAN 101	Introduction to Jazz Technique	1 credit
DAN 100	Introduction to Ballet Technique	1 credit
DAN 200	Somatics for the Dancer	2 credits
DAN 260	Jazz Technique II	1 credit
DAN 250	Ballet Technique II	1 credit
DAN 120	Introduction to Modern Technique	1 credit
DAN 130	Dance Ensemble I	1 credit
EDU 313N	Educational Psychology	3 credits
DAN 270	Modern Technique II	1 credit
DAN 350	Ballet Technique III	1 credit
DAN 360	Jazz Technique III	1 credit
POS 301	Arizona and Federal Government	2 credits
DAN 370	Modern Technique III	1 credit
DAN 355[Δ◆]	Dance Kinesiology and Injury Prevention	4 credits
DAN 385	Choreography I: Space and Time/Design and Dance	2 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
DAN 280	Dance Ensemble II	1 credit
DAN 210	Improvisation for Dance	1 credit
DAN 390	Choreography II: Process	2 credits
DAN 380	Dance Ensemble III	1 credit
DAN 310	Technology for Dance Educators	3 credits
DAN 335	Foundations of Dance and Culture for Diverse Learners	4 credits
DAN 315[Δ]	Dance History I	4 credits
DAN 340[Δ]	Dance History II	4 credits
DAN 397	Dance Methods and Assessment in the Elementary School	4 credits
DAN 460	Choreography Practicum	2 credits
DAN 450	Dance Pedagogy	2 credits
DAN 395	Dance Production	4 credits
DAN 300	Alignment and Pilates for Dance	2 credits
DAN 398	Dance Methods and Assessment in the Secondary School	4 credits
DAN 480	Dance Ensemble IV	1 credit
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits

Student teaching courses must be the last courses taken in the program. They can be taken in either order.

DAN 480NA	Student Teaching: Elementary Dance	6 credits
DAN 480NB	Student Teaching: Secondary Dance	6 credits
Total Dance Education Major		80 credits
Total Practicum/Field Experience		120 hours

Department of Music

The Department of Music offers various areas of study for students desiring to pursue music as a profession; provides classes, ensembles, and private music instruction for students majoring in other fields; and contributes to the cultural environment of the University community.

The Department of Music is dedicated to developing the musicianship of each student through excellence in the classroom and all performance facets. Students from the entire University join with music majors in performing in a variety of ensembles and productions throughout the year.

Bachelor of Arts in Music Education (IP/Non-TL)

(Initial Program–Does Not Lead to Teacher Licensure)

This program is designed for students interested in the education of children in grades K-12, and for those who are seeking teacher certification. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through over 100 hours of observational and practice-based experiences,

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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and the final semester of the program includes a full-time, 16-week student teaching component. These educational settings must be state certified environments and mentor teachers must be fully certified. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teacher licensure. Students and applicants are responsible for contacting their state department of education for licensure requirements and program approval.

The program focuses on choral music. The curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and field work experiences. An emphasis is placed on contemporary music education with training and experiences designed to meet the varying needs of today's schools. The mission of the Music Education program is to prepare outstanding educators who can make a difference in the lives of their students. Students choose either Voice or Piano for their focus and maintain that choice throughout the program. Choral Ensemble auditions are required each semester.

Additional Admission Requirements

Please refer to the University Policy Handbook for specific admission requirements for this program.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Music Education Major	79 credits
Total Electives	1-7 credits
Total Bachelor of Arts in Music Education	120 credits

Music Education Major

MUS 125	Music Theory I	4 credits
One of the following two courses:		
MVC 109	Class Voice I	1 credit
MPC 109	Class Piano I	1 credit
MEN 122A	Choral Ensemble 1A	0 credits
MUS 155	Music Theory II	4 credits
One of the following two courses:		
MVC 259	Class Voice II	1 credit
MPC 259	Class Piano II	1 credit
MEN 122B	Choral Ensemble 1B	0 credits
MUS 260	Music Theory III	4 credits
One of the following two courses:		
MVC 359	Class Voice III	1 credit
MPC 359	Class Piano III	1 credit
MUS 355[Δ]	Music History I	4 credits
MEN 222A	Choral Ensemble 2A	0 credits
MUS 275	Music Theory IV	4 credits
One of the following two courses:		
MVC 459	Class Voice IV	1 credit
MPC 459	Class Piano IV	1 credit
MUS 365[Δ]	Music History II	4 credits
MEN 222B	Choral Ensemble 2B	0 credits
POS 301	Arizona and Federal Government	2 credits
EDU 313N	Educational Psychology	3 credits
MUS 390	Form and Analysis	4 credits
MUS 330	Foundations of Music and Culture for Diverse Learners	4 credits
MED 320	Technology for Music Educators	2 credits
MEN 322A	Choral Ensemble 3A	0 credits
MUS 380	Counterpoint	4 credits
MUS 450	Conducting	4 credits
MUS 455	Vocal Pedagogy	2 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits
MEN 322B	Choral Ensemble 3B	0 credits
MED 360	Music Methods and Assessment in the Elementary School	4 credits
MED 370	Music Methods and Assessment in the Secondary School	4 credits
MEN 422A	Choral Ensemble 4A	0 credits

Student teaching courses must be the last courses taken in the program. They can be taken in either order.

MED 480A	Student Teaching: Elementary Music	6 credits
MED 480B	Student Teaching: Secondary Music	6 credits
Total Music Education Major		79 credits
Total Practicum/Field Experience		100 hours

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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Bachelor of Arts in Music Education–Instrumental (IP/Non-TL)

(Initial Program-Does Not Lead to Teacher Licensure)

This program is designed for students devoted to developing their musical abilities and refining performance skills in order to teach in secondary schools. In the liberal arts setting, in addition to performance, this program will include musical components of theory, composition, history, and literature, as well as the pedagogical aspects necessary for teaching these skills and knowledge. The curriculum provides a balanced program of applied music, theoretical and historical studies, professional education studies, and fieldwork experiences. Emphasis is placed on contemporary music education with training and experiences designed to meet the needs of today's schools. The mission of our music education program is to prepare outstanding educators who can make a difference in the lives of their students. Integral to the music education program at Grand Canyon University is the opportunity for students to perform. Instrumental and choir concerts; voice, piano, and instrumental recitals; and smaller vocal and instrumental ensembles are a staple of the musical landscape at GCU. The Music Education program, in conjunction with the Theatre program, produces the University Theatre series, which presents a series of major productions annually. Auditions for all of the productions are open to the entire student body. All courses are directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) principles and applicable specialized professional associations.

Additional Admission Requirements

Please refer to the University Policy Handbook for specific admission requirements for this program.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Music Education-Instrumental Major	91 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Music Education - Instrumental	131 credits

Music Education-Instrumental Major

One of the following three courses:

MBE 115	Private Applied Instruction I	2 credits
MIE 115	Private Applied Instruction I	2 credits
MSE 115	Private Applied Instruction Major I	2 credits
MWE 115	Private Applied Instruction I	2 credits
MUS 125	Music Theory I	4 credits

One of the following three courses:

MBE 125	Private Applied Instruction II	2 credits
MIE 125	Private Applied Instruction II	2 credits
MSE 125	Private Applied Instruction Major II	2 credits
MWE 125	Private Applied Instruction II	2 credits
MUS 155	Music Theory II	4 credits

One of the following three courses:

MBE 215	Private Applied Instruction III	2 credits
MIE 215	Private Applied Instruction III	2 credits
MSE 215	Private Applied Instruction Major III	2 credits
MWE 215	Private Applied Instruction III	2 credits
MED 200	Instrumental Techniques: Low Brass	1 credit
MED 205	Instrumental Techniques: High Brass	1 credit
MUS 260	Music Theory III	4 credits
MED 210	Instrumental Techniques: Clarinet and Saxophone	1 credit
MED 215	Instrumental Techniques: Double Reeds and Flutes	1 credit
MUS 355[Δ]	Music History I	4 credits

One of the following three courses:

MBE 225	Private Applied Instruction IV	2 credits
MIE 225	Private Applied Instruction IV	2 credits
MSE 225	Private Applied Instruction Major IV	2 credits
MWE 225	Private Applied Instruction IV	2 credits
MED 225	Instrumental Techniques: Percussion	1 credit
MUS 275	Music Theory IV	4 credits
MED 220	Marching Band Techniques	1 credit
MUS 365[Δ]	Music History II	4 credits
POS 301	Arizona and Federal Government	2 credits

One of the following three courses:

MBE 315	Private Applied Instruction V	2 credits
MIE 315	Private Applied Instruction V	2 credits
MSE 315	Private Applied Instruction Major V	2 credits
MWE 315	Private Applied Instruction V	2 credits
EDU 313N	Educational Psychology	3 credits
MUS 390	Form and Analysis	4 credits

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MUS 386	Instrumental Conducting	4 credits
One of the following three courses:		
MBE 325	Private Applied Instruction VI	2 credits
MIE 325	Private Applied Instruction VI	2 credits
MSE 325	Private Applied Instruction Major VI	2 credits
MWE 325	Private Applied Instruction VI	2 credits
	_____	
MUS 330	Foundations of Music and Culture for Diverse Learners	4 credits
MED 320	Technology for Music Educators	2 credits
MUS 406	Jazz Techniques	2 credits
MED 410	Advanced Rehearsal Techniques	2 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
One of the following three courses:		
MBE 415	Private Applied Instruction VII	2 credits
MIE 415	Private Applied Instruction VII	2 credits
MSE 415	Private Applied Instruction Major VII	2 credits
MWE 415	Private Applied Instruction VII	2 credits
	_____	
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits
MED 370	Music Methods and Assessment in the Secondary School	4 credits
One of the following three courses:		
MBE 425	Private Applied Instruction VIII	2 credits
MIE 425	Private Applied Instruction VIII	2 credits
MSE 425	Private Applied Instruction Major VIII	2 credits
MWE 425	Private Applied Instruction VIII	2 credits
	_____	

Student teaching courses must be the last courses taken in the program. They can be taken in either order.

MED 481A	Student Teaching: Secondary Music Session A	6 credits
MED 481B	Student Teaching: Secondary Music Session B	6 credits
Total Music Education Major-Instrumental		91 credits
Total Practicum/Field Experience		70 hours

In addition to the coursework listed above, students must perform in seven semesters of university instrumental ensembles. Placement in ensembles will be determined by the music faculty. For more information, students should consult the music handbook.

Bachelor of Arts in Music with an Emphasis in Piano

The Bachelor of Arts in Music program is designed for serious students who wish to devote themselves to developing musical skills, understanding composition, and refining their performance skills. The program is a true liberal arts degree, allowing participation in varied performing ensembles and studies while simultaneously preparing students for a variety of careers both within and outside the field.

Additional Admission Requirements

Please refer to the University Policy Handbook for specific admission requirements for this program.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Music Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Arts with an Emphasis in Piano	120 credits

Music Major

MUS 125	Music Theory I	4 credits
MAP 118	Private Piano Study I	1 credit
MVC 109	Class Voice I	1 credit
MUS 155	Music Theory II	4 credits
MAP 128	Private Piano Study II	1 credit
MVC 259	Class Voice II	1 credit
MUS 260	Music Theory III	4 credits
MUS 355[Δ]	Music History I	4 credits
MAP 218	Private Piano Study III	1 credit
MVC 359	Class Voice III	1 credit
MUS 365[Δ]	Music History II	4 credits
MUS 275	Music Theory IV	4 credits
MAP 250	Private Piano Study IV	1 credit
MVC 459	Class Voice IV	1 credit
MUS 390	Form and Analysis	4 credits
MUS 370	Piano Literature I	2 credits
MAP 318	Private Piano Study V	1 credit
MUS 450	Conducting	4 credits
MUS 377	Piano Literature II	2 credits
MAP 350	Private Piano Study VI	1 credits
MUS 380	Counterpoint	4 credits

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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MAP 450	Private Piano Study VII	1 credit
MAP 451	Private Piano Study VIII	1 credit
Total Music with an Emphasis in Piano Major		52 credits

In addition to the coursework listed above, students must perform in eight semesters of university choral ensembles. Placement in ensembles will be determined by the music faculty. For more information, students should consult the music handbook. Students will also perform public recitals in their junior and senior years, as designated in the music handbook.

Bachelor of Arts in Music with an Emphasis in Voice

The Bachelor of Arts in Music program is designed for serious students who wish to devote themselves to developing musical skills, understanding composition, and refining their performance skills. The program is a true liberal arts degree, allowing participation in varied performing ensembles and studies while simultaneously preparing students for a variety of careers both within and outside the field.

Additional Admission Requirements

Please refer to the University Policy Handbook for specific admission requirements for this program.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Music Major	52 credits
Total Electives	28-34 credits
Total Bachelor of Arts with an Emphasis in Voice	120 credits

Music Major

MUS 125	Music Theory I	4 credits
MVA 119	Private Voice Study I	1 credits
MPC 109	Class Piano I	1 credit
MUS 155	Music Theory II	4 credits
MVA 129	Private Voice Study II	1 credit
MPC 259	Class Piano II	1 credit
MUS 260	Music Theory III	4 credits
MUS 355[Δ]	Music History I	4 credits
MVA 219	Private Voice Study III	1 credit
MPC 359	Class Piano III	1 credit
MUS 365[Δ]	Music History II	4 credits
MUS 275	Music Theory IV	4 credits
MVA 229	Private Voice Study IV	1 credit
MPC 459	Class Piano IV	1 credit
MUS 390	Form and Analysis	4 credits
MUS 375[Δ]	Song Literature I	2 credits
MVA 319	Private Voice Study V	1 credit
MUS 450	Conducting	4 credits
MUS 376[Δ]	Song Literature II	2 credits
MVA 329	Private Voice Study VI	1 credit
MUS 380	Counterpoint	4 credits
MVA 419	Private Voice Study VII	1 credit
MVA 429	Private Voice Study VIII	1 credit
Total Music with an Emphasis in Voice Major		52 credits

Department of Production: Digital Design and Digital Film

The Department of Production is committed to the development of strong artistic leaders in the fields of Digital Design–Animation/Web Design and Digital Film–Production/Screenwriting.

The Bachelor of Arts in Digital Design prepares graduates for careers in the expanding digital arts and media fields, including social media and the Web, animation, and print design industries. Students learn to plan, analyze, and create visual solutions to communication problems for the global world. The program focuses on the development of creativity, communication, and problem-solving skills that demonstrate critical thinking and ethical leadership.

Each Grand Canyon University Digital Film student receives a strong foundation in narrative storytelling, creativity, technical skills, film history, and the hands-on experience necessary to design and deliver effective and affecting stories through the medium of digital film. The integration of scriptwriting and production allows Digital Film graduates a unique breadth of experience which will help prepare them to succeed in the ever changing marketplace of filmmaking.

Bachelor of Arts in Digital Design with an Emphasis in Animation

The Bachelor of Arts in Digital Design prepares graduates for careers in the expanding digital arts and media fields, including social media and the Web, animation, and print design industries. Students will learn to plan, analyze, and create visual solutions to communication problems for the global world. The program will focus on the development of creativity, communication, and problem-solving skills that demonstrate critical thinking and ethical leadership.

The program covers design theory and application, including color, typography, illustration, photography, and composition principles necessary to prepare print- or Web-based design. Students will also create interactive computer graphics using

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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state-of-the-art technologies standard in the computer graphics and design industries. Students are introduced to the principles of animation and create animations demonstrating these principles for inclusion in their professional portfolio.

Courses are taught by experts in their respective fields who share knowledge and experience in areas of visual design, Web technologies, and animation. Instructors will expose students to the expanding opportunities in the field of graphic and Web design, advertising, animation, e-learning, and gaming industries. Assignments within each course guide students through historical survey, theoretical application, and collaborative team-based simulations in a studio environment. Students are encouraged to participate in the student chapter of AIGA and compete in local, national, and international competitions. Graduates of this program are prepared for entry-level positions within the expanding design industry.

This program provides an opportunity for students to further explore 3D modeling and theory, application of computer graphics to various design problems and solutions, and the mechanics of motion. Students develop 3D-textured character models with suitable rigging to time the animation and include it in 3D short story applications. Environmental sets and props will be modeled with realistic texturing, lighting design, visual effects, and rendering solutions explored.

Technology Requirements

Students who major in the Bachelor of Arts in Digital Design must purchase specific design-related technology, including hardware and software, that will be used throughout all of the courses that comprise the Digital Design major.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Digital Design with an Emphasis in Animation Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Design with an Emphasis in Animation	120 credits

Digital Design with an Emphasis in Animation Major

DDN 100	Survey of the Visual Arts	4 credits
DDN 105	Drawing for the Visual Arts	4 credits
DDN 110	Design Fundamentals	4 credits
DDN 215	Digital Photography I	4 credits
DDN 210	Designing with Type	4 credits
DDN 205	Figure Drawing	4 credits
DDN 220	2D Animation Design	4 credits
DDN 230	Sculpture	4 credits
DDN 300	Web Design I	4 credits
DDN 330	3D Modeling Design I	4 credits
DDN 305	Drawing for Animation	4 credits
DDN 340	History of Design	4 credits
DDN 315	Digital Photography II	4 credits
DDN 360	3D Modeling Design II	4 credits
DDN 365	3D Animation and the Mechanics of Motion	4 credits
DDN 400	Business for the Design Professional	4 credits
DDN 410	3D Short Film Production	4 credits
DDN 415	3D Visual Effects and Lighting	4 credits
DDN 420	Advanced Animation	4 credits
DDN 475	Advanced Design Practicum	4 credits
Total Digital Design with an Emphasis in Animation Major		80 credits

Bachelor of Arts in Digital Design with an Emphasis in Web Design

The Bachelor of Arts in Digital Design prepares graduates for careers in the expanding digital arts and media fields, including social media and the Web, animation, and print design industries. Students will learn to plan, analyze, and create visual solutions to communication problems for the global world. The program will focus on the development of creativity, communication, and problem-solving skills that demonstrate critical thinking and ethical leadership.

The program covers design theory and application, including color, typography, illustration, photography, and composition principles necessary to prepare print- or Web-based design. Students will also create interactive computer graphics using state-of-the-art technologies standard in the computer graphics and design industries. Students are introduced to the principles of animation and create animations demonstrating these principles for inclusion in their professional portfolio.

Courses are taught by experts in their respective fields who share knowledge and experience in areas of visual design, Web technologies, and animation. Instructors will expose students to the expanding opportunities in the field of graphic and Web design, advertising, animation, e-learning, and gaming industries. Assignments within each course guide students through historical survey, theoretical application, and collaborative team-based simulations in a studio environment. Students are encouraged to participate in the student chapter of AIGA and compete in local, national, and international competitions. Graduates of this program are prepared for entry-level positions within the expanding design industry.

This program provides an opportunity for students to further study emerging Web technologies used in e-commerce and social media sites. Students will study HTML, CSS, XML, Javascript, graphic applications, and multimedia products used in the development of interactive and multimedia components found on many dynamic Web sites. Internet theory, Web page standards

*Campus/Off-site only | Δ Writing-intensive course | ◆ Fulfills General Education requirement |

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and policies, usability studies, e-commerce tools, and gaming on the Web will be researched and applied.

Technology Requirements

Students who major in the Bachelor of Arts in Digital Design must purchase specific design-related technology, including hardware and software, that will be used throughout all of the courses that comprise the Digital Design major.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Digital Design with an Emphasis in Web Design Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Digital Design with an Emphasis in Web Design	120 credits

Digital Design with an Emphasis in Web Design Major

DDN 100	Survey of the Visual Arts	4 credits
DDN 105	Drawing for the Visual Arts	4 credits
DDN 110	Design Fundamentals	4 credits
DDN 215	Digital Photography I	4 credits
DDN 210	Designing with Type	4 credits
DDN 205	Figure Drawing	4 credits
DDN 220	2D Animation Design	4 credits
DDN 230	Sculpture	4 credits
DDN 300	Web Design I	4 credits
DDN 330	3D Modeling Design I	4 credits
DDN 340	History of Design	4 credits
DDN 315	Digital Photography II	4 credits
DDN 350	Web Design II	4 credits
DDN 355	Content Management Systems	
DDN 335	Web Applications	4 credits
DDN 400	Business for the Design Professional	4 credits
DDN 430	Programming for the Web I	4 credits
DDN 440	Interactive Web Design	4 credits
DDN 450	Programming for the Web II	4 credits
DDN 475	Advanced Design Practicum	4 credits
Total Digital Design with an Emphasis in Web Design Major		80 credits

Bachelor of Arts in Digital Film with an Emphasis in Production

Grand Canyon University's Bachelor of Arts in Digital Film program develops leaders in the fields of narrative film and video production. The program is built on developing a strong foundation in narrative storytelling, creativity, technical skills, and hands on experience necessary to design and deliver poignant messages.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Digital Film with an Emphasis in Production Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Arts in Digital Film with an Emphasis in Production	120 credits

Digital Film with an Emphasis in Production Major

DFP 101	Introduction to Cinema: History and Aesthetics	4 credits
DFP 111	Digital Video Production I	4 credits
DFP 113	Film Financing, Budgeting, and Distribution	4 credits
DFP 115	Acting for the Camera	4 credits
COM 331	Visual Media and Storytelling	4 credits
COM 221[Δ]	Screenwriting I	4 credits
DFP 223	Cinematography	4 credits
DFP 225	Nonlinear Editing	4 credits
DFP 227	Audio Production and Design	4 credits
DFP 311	Cinema Directing	4 credits
DFP 361	Music Video/Documentary Production	4 credits
DFP 451	Digital Production II	4 credits
DFP 455	Advanced Digital Post-Production	4 credits
DFP 480	Digital Production Practicum	4 credits
Total Digital Film with an Emphasis in Production Major		56 credits

Bachelor of Arts in Digital Film with an Emphasis in Screenwriting

Grand Canyon University's Bachelor of Arts in Digital Film program develops leaders in the fields of narrative film and video production. The program is built on developing a strong foundation in narrative storytelling, creativity, technical skills, and hands on experience necessary to design and deliver poignant messages.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Digital Film with an Emphasis in Screenwriting Major	56 credits
Total Electives	24-30 credits
Total Bachelor of Arts in Digital Film with an Emphasis in Screenwriting	120 credits

Digital Film with an Emphasis in Screenwriting Major

DFP 101	Introduction to Cinema: History and Aesthetics	4 credits
DFP 111	Digital Video Production I	4 credits
DFP 113	Film Financing, Budgeting, and Distribution	4 credits
DFP 115	Acting for the Camera	4 credits
COM 331	Visual Media and Storytelling	4 credits
COM 221 [Δ]	Screenwriting I	4 credits
DFP 223	Cinematography	4 credits
DFP 225	Nonlinear Editing	4 credits
DFP 227	Audio Production and Design	4 credits
DFP 311	Cinema Directing	4 credits
DFP 345	Entertainment Union and Guilds	4 credits
DFP 457[Δ]	Screenwriting II	4 credits
DFP 463	Adapting Media to Screenplays	4 credits
DFP 470	Screenwriting Capstone	4 credits
Total Digital Film with an Emphasis in Screenwriting Major		56 credits

Department of Theatre

The Department of Theatre provides the foundation needed to pursue careers in academic, professional, and community theatre. Students receive a comprehensive knowledge of the body of dramatic literature, theatre history, and practical experience in the production and performance of drama.

The Department of Theatre, in conjunction with the Department of Music, produces the Grand Canyon University Theatre Series which presents five major productions annually. Additionally, the department offers a student-directed series of productions that are performed on campus. Auditions for all productions are open to the entire student body.

Bachelor of Arts in Theatre and Drama

The Bachelor of Arts in Theatre and Drama program seeks to provide students the foundation needed to pursue careers in teaching, community and professional theatre, the entertainment industry, and/or graduate study. Students are given the opportunity to receive a comprehensive knowledge of theatre history and dramatic literature, as well as practical experience in production and performance. The Theatre and Drama program, in conjunction with the Music program, produces the University Theatre series, which presents a series of major productions annually. Auditions for all of the productions are open to the entire student body. Scholarships are available by audition and interview.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Theatre and Drama Major	40 credits
Total Electives	40-46 credits
Total Bachelor of Arts in Theatre and Drama	120 credits

Theatre and Drama Major

TRE 145	Acting I	4 credits
TRE 130	Stagecraft	4 credits
TRE 253	Acting II	4 credits
TRE 325[Δ]	Theatre History I: Greek to Restoration	4 credits
TRE 245	Fundamentals of Theatrical Design	4 credits
TRE 335	Dramatic Literature I	4 credits
TRE 330[Δ]	Theatre History II: 18th Century to Present	4 credits
TRE 339	Dramatic Literature II	4 credits
TRE 439	Stage Direction	4 credits
TRE 475	Stage Lighting and Design	4 credits
Total Arts in Theatre and Drama Major		40 credits

Bachelor of Arts in Theatre Education (IP/Non-TL)

(Initial Program-Does Not Lead to Teacher Licensure)

This program is designed for students interested in the education of children in grades K-12 and for those who are seeking teacher certification. The format and courses of this regionally accredited and Arizona-approved program are designed to maximize the content knowledge that the teacher candidate will possess upon graduation. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, philosophy, methodology, and curriculum development. All courses are directly aligned with Interstate Teacher Assessment and Support Consortium (InTASC) principles. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within many of the courses guide students through

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over 100 hours of observational and practice-based experiences, and the final semester of the program includes a full-time, 16-week student teaching component. These educational settings must be state-certified environments and mentor teachers must be fully certified. Teacher candidates are responsible for contacting their state department of education for licensure requirements and program approval. Furthermore, teacher candidates should consult the Grand Canyon University Academic Catalog, the University Policy Handbook, and an academic counselor to obtain information regarding current policies and procedures inherent in a teacher licensure program. Graduates of this program are prepared to become informed educators in public and private schools and other settings requiring teaching licensure. Students and applicants are responsible for contacting their state department of education for licensure requirements and program approval.

The program is designed to train theatre educators and theatre practitioners by blending both the theory and the practice of theatre education/performance and its related fields. In addition to regular classroom studies, students are encouraged to take part in the University Theatre Series in numerous capacities including onstage and offstage disciplines, thus allowing them to explore the creative process from rehearsal to live performance. This global approach to theatre education training creates a graduate who is multi-faceted and prepared to succeed in today's marketplace.

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this program is available.

Degree Requirements

Total General Education	34-40 credits
Total Theatre Education Major	80 credits
Total Electives	0-6 credits
Total Bachelor of Arts in Theatre Education	120 credits

Theatre Education Major

TRE 130	Stagecraft	4 credits
TRE 145	Acting I	4 credits
TRE 253	Acting II	4 credits
TRE 245	Fundamentals of Theatrical Design	4 credits
TRE 325[Δ]	Theatre History I: Greek to Restoration	4 credits
TRE 330[Δ]	Theatre History II: 18th Century to Present	4 credits
TRE 335	Dramatic Literature I	4 credits
TRE 339	Dramatic Literature II	4 credits
TRE 439	Stage Direction	4 credits
TRE 475	Stage Lighting and Design	4 credits
TRE 327	Theatre Pedagogy	2 credits
TRE 337	Theatre Methods and Assessment in the Elementary School	4 credits
TRE 347	Theatre Methods and Assessment in the Secondary School	4 credits
TRE 421	Foundations of Theatre and Culture for Diverse Learners	4 credits
TRE 315	Technology for Theatre Educators	3 credits
EDU 313N	Educational Psychology	3 credits
ESL 223N	SEI English Language Teaching: Foundations and Methodologies	3 credits
ESL 433N	Advanced Methodologies of Structured English Immersion	3 credits
POS 301	Arizona and Federal Government	2 credits
TRE 480A	Student Teaching: Elementary Theatre	6 credits
TRE 480B	Student Teaching: Secondary Theatre	6 credits
Total Theatre Education Major		80 credits
Total Practicum		110 hours

Minors

Minor in Dance Education

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

DAN 100	Introduction to Ballet Technique	1 credit
DAN 101	Introduction to Jazz Technique	1 credit
DAN 120	Introduction to Modern Technique	1 credit
DAN 200	Somatics for the Dancer	2 credits
DAN 210	Improvisation for Dance	1 credit
DAN 385	Choreography I: Space and Time/Design and Dance	2 credits
DAN 355[Δ◆]	Dance Kinesiology and Injury Prevention	4 credits
DAN 315[Δ]	Dance History I	4 credits
DAN 310	Technology for Dance Educators	3 credits
DAN 450	Dance Pedagogy	2 credits
Total Minor in Dance Education		21 credits

Minor in Digital Design

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

DDN 110	Design Fundamentals	4 credits
DDN 210	Designing with Type	4 credits
DDN 220	2D Animation Design	4 credits

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DDN 300	Web Design I	4 credits
DDN 340	History of Design	4 credits
DDN 400	Business for the Design Professional	4 credits
Total Minor in Digital Design		24 credits

Minor in Digital Film

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

DFP 101	Introduction to Cinema: History and Aesthetics	4 credits
DFP 111	Digital Video Production I	4 credits
COM 221[Δ]	Screenwriting I	4 credits
DFP 225	Nonlinear Editing	4 credits
DFP 311	Cinema Directing	4 credits
Total Minor in Digital Film		20 credits

Minor in Music - Instrumental

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

MUS 125	Music Theory I	4 credits
MUS 155	Music Theory II	4 credits
MUS 365[Δ]	Music History II	4 credits
Applied Instruction (MBE, MIE, MSE or MWE)		8 credits
Four Semesters of Music Ensemble		0 credits
MED 200	Instrumental Techniques: Low Brass	1 credit
MED 205	Instrumental Techniques: High Brass	1 credit
MED 210	Instrumental Techniques: Clarinet and Saxophone	1 credit
MED 215	Instrumental Techniques: Double Reeds and Flutes	1 credit
Total Minor in Music - Instrumental		24 credits

Minor in Music - Piano

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

MUS 125	Music Theory I	4 credits
MUS 155	Music Theory II	4 credits
MUS 365[Δ]	Music History II	4 credits
Applied Instruction/Private Piano Study (MAP)		8 credits
Four Semesters of Music Ensemble (MEN)		0 credits
MUS 370	Piano Literature I	2 credits
MUS 377	Piano Literature II	2 credits
Total Minor in Music - Piano		24 credits

Minor in Music - Vocal

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

MUS 125	Music Theory I	4 credits
MUS 155	Music Theory II	4 credits
MUS 365[Δ]	Music History II	4 credits
Applied Instruction/Private Voice Study (MVA)		8 credits
Four Semesters of Music Ensemble		0 credits
MUS 375[Δ]	Song Literature I	2 credits
MUS 376[Δ]	Song Literature II	2 credits
Total Minor in Music - Vocal		24 credits

Minor in Theatre

Locations/Modalities

Refer to the Degrees Offered section of this catalog for the locations/modalities in which this minor is available.

TRE 130	Stagecraft	4 credits
TRE 145	Acting I	4 credits
One of the following two courses:		
TRE 325[Δ]	Theatre History I: Greek to Restoration	4 credits
TRE 330[Δ]	Theatre History II: 18th Century to Present	4 credits
One of the following two courses:		
TRE 335	Dramatic Literature I	4 credits
TRE 339	Dramatic Literature II	4 credits
One of the following two courses:		
TRE 245	Fundamentals of Theatrical Design	4 credits
TRE 475	Stage Lighting and Design	4 credits
TRE 439	Stage Direction	4 credits
Total Minor in Theatre		24 credits

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Course Descriptions

Accounting (ACC)

ACC 250: Financial Accounting **4 credits**

This course is an introduction to the accounting cycle and the construction of financial statements. Students explore the fundamental principles and practices of financial accounting as outlined by Generally Accepted Accounting Principles (GAAP); the steps in the accounting cycle from journalizing transactions through the preparation of financial statements; and the use and interpretation of the balance sheet, income statement, and statement of cash flows. Prerequisite: MAT 134 or equivalent college algebra course.

ACC 350: Managerial Accounting **4 credits**

This course is an introduction to the use of managerial accounting data in the decision-making process. Topics include the use of cost-volume-profit (CVP) analysis and relevant costs in decision making, using budgets and the balanced scorecard to evaluate performance, methods for setting prices of products and services, and analyzing capital investment opportunities. Prerequisite: ACC 250.

ACC 355: Intermediate Accounting **4 credits**

This course is an in-depth study of accounting objectives, principles, theory, and practice as related to the balance sheet and income statement. Students will explore accounting for assets, liabilities, and equity items, the specific rules for accounting for pensions, postretirement benefits, leases, and accounting changes, and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisite: ACC 350.

ACC 360: Cost Accounting **4 credits**

This course provides a study of principles of internal accounting, including job order systems, process costing, activity-based costing, and budgeting. Prerequisite: ACC 350.

ACC 370: Intermediate Accounting I **4 credits**

This course is an in-depth study of accounting objectives, principles, theory, and practice as related to the balance sheet and income statement. Students will explore accounting for assets, liabilities, and equity items, the specific rules for accounting for pensions, postretirement benefits, leases, and accounting changes, and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). Prerequisite: ACC 350.

ACC 430: Accounting Information Systems **3 credits**

An analysis of current practices and technologies used to design, install, operate, and manage an integrated, automated accounting system. Application controls, information security requirements, and integration with other business information systems are examined. Prerequisites: ACC 212 and SYM 301.

ACC 460: Taxation **4 credits**

This course provides a study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, trusts, and individuals. Other taxes covered include payroll and sales taxes. Prerequisite: ACC 250.

ACC 371: Intermediate Accounting II **4 credits**

This course is an in-depth study of accounting objectives, principles, theory, and practice as related to the balance sheet and income statement. Students explore liabilities and equity items; the specific rules for accounting for pensions; postretirement benefits, leases, and accounting changes; and other items frequently addressed on the Uniform Certified Public Accounting Examination (Uniform CPA Exam). This course also includes an analysis and interpretation of a firm's three principal financial statements and their uses from a managerial perspective. Prerequisites: ACC 370 and FIN 350.

ACC 485: Advanced Accounting **4 credits**

This course provides a study of accounting theory as it applies to partnerships and business combinations, international accounting, and governmental accounting. Prerequisites: One of the following: 1) ACC 355, or 2) ACC 370 and 371.

ACC 486: Financial Statement Analysis **4 credits**

This course provides a detailed analysis and interpretation of a firm's three principal financial statements and their uses from a managerial perspective. Prerequisites: ACC 350 and FIN 350.

ACC 491: Auditing **4 credits**

Auditing is an examination of generally accepted auditing standards, procedures involved in the auditing process, and ethical issues faced by the auditor. Through class discussions, practical applications and case studies, students learn the responsibilities of the independent public auditor in the expression of opinion within the guidelines set by the AICPA's Code of Professional Ethics. Topics include the nature and types of audits, auditor responsibilities and legal liabilities, audit reports, auditing procedures, ethical issues, contemporary issues in auditing, and the Sarbanes-Oxley Act of 2002. Prerequisite: ACC 350.

ACC 502: Accounting Practices **4 credits**

This course is designed for individuals who are preparing for more advanced coursework in accounting and for students who have not had accounting in undergraduate work. Topics covered include the principles and practices of financial accounting and the fundamentals of managerial accounting, such as cost behavior and budgeting. The course covers accounting theories using computational examples, and homework is problem solving.

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ACC 613: Taxation **4 credits**

This course is a study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, trusts, and individuals.

ACC 616: Financial Research and Compliance **4 credits**

This course provides students with applied research experience using electronic databases to determine proper application of GAAP, IASs, and IFRSs to practical situations. Students develop the skills needed to access accounting, auditing, and taxation rules and regulations; company financial statements; and related industry data used for analyzing financial statements.

ACC 623: Business Law and Ethics for Accounting **4 credits**

This course gives students a robust legal and ethical framework that is crucial for accountants and managers under Sarbanes-Oxley. Using case studies that incorporate the principles of business law, the AICPA code, and other systems of ethics, students learn how a commitment to ethics can enable accounting professionals to meet their ethical obligations to all stakeholders.

ACC 633: Financial Intelligence and Decision Making **3 credits**

This course focuses on understanding, interpreting, and using financial information for the purposes of making sound financial decisions. The concept of financial intelligence is introduced as it relates to effectively analyzing and assessing financial performance to understand what numbers really mean and when or how to appropriately challenge them.

ACC 650: Managerial Accounting **4 credits**

This course covers managerial accounting concepts and procedures for internal reporting, including the study of cost behavior, cost systems, budgeting, and performance evaluation. Coursework includes case studies, group projects, and class discussion. Prerequisite: ACC 502.

ACC 651: Internal Auditing **4 credits**

This course is a study of the principles involved in auditing. Topics include financial statement audits, the responsibilities of the external auditor, internal controls, the responsibilities and authority of the internal audit function, the types of audits and other attestation engagements, and accounting ethics. The effects of the Sarbanes-Oxley Act of 2002 are also covered. Prerequisite: One of the following: 1) ACC 650, or 2) ACC 653.

ACC 653: Advanced Managerial and Cost Accounting **4 credits**

This course is focused on key managerial and cost accounting concepts and methods. Students examine why, when, and how cost information is used to make effective decisions that lead a firm to success. Prerequisite: ACC 502

ACC 655: Compliance in Financial Reporting **4 credits**

This course focuses on building an understanding of the U.S. and international regulatory framework of financial reporting. Students learn to apply GAAP, IASs, and IFRSs to practical situations and train to prepare financial statements in accordance with GAAP, IASs, IFRSs, and pronouncements of the Standing Interpretation Committee. Prerequisites: ACC 502 and BUS 611.

ACC 660: Advanced Financial Accounting **4 credits**

This course is an exploration of advanced topics in financial accounting and reporting, including recognition, measurement, and valuation issues affecting corporations, partnerships, consolidated entities, not-for-profits, government, and international operations. Prerequisite: ACC 650.

ACC 662: Advanced Accounting and Mergers and Acquisitions **4 credits**

This course is an exploration of advanced topics in financial accounting and reporting, including governmental, nonprofits, partnerships, and the preparation of consolidated financial statements affected by mergers and acquisitions. The financial and economic aspects of merger and acquisition activities are examined in both a domestic and international context. Prerequisite: ACC 616.

ACC 664: Forensic Accounting and Fraud Examination **4 credits**

This course is focused on fraudulent financial reporting and the prevention and detection of irregularities. Students become familiar with fraudulent reporting practices and the misappropriation of assets. Prerequisites: ACC 616, ACC 651, and ACC 623.

ACC 665: Tax Planning and Business Strategy **4 credits**

This course provides the practical and theoretical framework for recognizing tax planning opportunities and applying basic principles of tax strategy in various contexts, including investments, capital expenditures, organizational form, compensation, regulation, financial instruments, and family wealth planning. Prerequisite: ACC 613.

Administration (ADM)

ADM 611: Public Organizational Theory **4 credits**

Fundamental approaches to organizational theory are examined in this course within the context of public administration. Both traditional and emerging paradigms in public organization theory are also explored. The relevance of these theories is applied to the practical management and decision-making processes inherent in public organizations.

ADM 614: Economics for Public Administrators **4 credits**

In this course, the role of government in the economy is explored within the general context of market failure and social equity. Topics include allocation of goods and services, income distribution, externalities, public goods, and public choice theory. This course also examines the impact of macroeconomic events and policy decisions on the budgets and service levels of public entities.

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ADM 624: Public Governance **4 credits**

This course focuses on how government and public organizations serve their stakeholders, the manner in which their services are carried out, how resources are managed, and how regulatory powers are complied with and/or managed. In accordance with UN guidelines on public governance, issues related to transparency, participation, and accountability are also examined.

ADM 626: Public Budgeting and Financial Management **4 credits**

This course provides an introduction to the revenue and expenditure structure of the public sector, including revenue policy, expenditure policy, and budget structure and administration.

ADM 632: Intergovernmental Relations **4 credits**

This course examines in detail the relationships among the federal, state, and municipal levels of government in the United States. The history of U.S. federalism is briefly covered, followed by a more in-depth focus on such issues as competition among levels and branches of government, the challenge of institutional fragmentation, and the role of governmental interest groups. Specific policy issues (education, health care, social services) are used to examine and analyze the dynamics of these relationships.

ADM 634: Policy Studies **4 credits**

This course focuses on how challenges and problems facing society become policy issues. Leading theories in policy analysis and the policy-making process are examined and critiqued. The impact of policy decisions on various groups within society (related to gender, age, ethnicity, etc.) is also examined.

ADM 636: Law and Administrative Process **4 credits**

An introduction to law relevant to public administration, this course covers selected topics in administrative and constitutional law, including the exercise of governmental power, legislative and executive oversight, rule making, adjudication, and judicial review.

Aerospace Studies (AES)

AES 101: Air Force Today I **2 credits**

Every Fall. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems and an introduction to communication skills. Leadership Laboratory (AES 102) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES 102: Leadership Laboratory **0 credits**

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. Leadership Lab emphasizes common Air Force customs and courtesies, drill and ceremonies, health and physical fitness through group participation. Co-requisite: AES 101.

AES 103: Air Force Today II **2 credits**

Every Spring. A survey and follow-on course to AES 101 designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: introduction to leadership, Air Force Core Values, introduction to interpersonal communication and team building, and a continuation of communication skills. Leadership Laboratory (AES 104) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Prerequisite: AES 101 or department approval.

AES 104: Leadership Laboratory **0 credits**

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and commandant of cadets. AES 104 is a continuation of AES 102 with more in-depth emphasis on learning the environments and dynamics of an Air Force officer. Co-requisite: AES 103.

AES 201: The Evolution of USAF Air and Space Power I **2 credits**

Every Fall. This course focuses on facilitating the transition from Air Force ROTC cadet to Air Force ROTC candidate. The course is designed to examine the general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the modern technology currently used in overseas contingency operations. Featured topics include: Air Force heritage, Air Force leaders, introduction to ethics and values, group leadership problems and continuing application of communication skills. Leadership Laboratory (AES 202) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES 202: Leadership Laboratory **0 credits**

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. AES 202 provides application of advanced drill and ceremonies, issuing commands, knowing flag etiquette, and developing, directing, and evaluating skills to lead others. Co-requisite: AES 201.

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AES 203: The Evolution of USAF Air and Space Power II **2 credits**

Every Spring. Continuation of AES 201. The course provides students with knowledge level understanding for general element and employment of air and space power. Furthermore, it discusses the importance of Air Force Core Values with use of operational examples and historical Air Force leaders. Continues to develop communication skills. Topics include: the Air Force mission and organization, modern joint expeditionary Airmen, officer opportunities, and professionalism. Prerequisite: AES 201 or department approval. Leadership Laboratory (AES 204) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences.

AES 204: Leadership Laboratory **0 credits**

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES 202 with an emphasis on preparation for field training. Co-requisite: AES 203.

AES 294 (A-E): Air Force Physical Fitness **2 credits**

Instruction on adapted physical activities to promote a healthy Air Force lifestyle mixed with a variety of sports and sports activities to include calisthenics, sit-ups, push-ups, running, basketball, volleyball, and other physical events. Prerequisites: None. Co-requisite: AES 101 or 103, AES 201 or 203, AES 301 or 303 and AES 401 or 403.

AES 301: Air Force Leadership Studies I **3 credits**

Every Fall. A study of leadership, quality management fundamentals, professional knowledge, Air Force personnel evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical applications of the concepts being studied. Individual leadership skills and personal strengths and weaknesses are applied to the Air Force environment. Leadership Laboratory (AES 302) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES 203 or department approval.

AES 302: Leadership Laboratory **0 credits**

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Advanced leadership experiences applying leadership and management principles to motivate and enhance the performance of other cadets. Leadership traits and abilities are enhanced. Co-requisite: AES 301.

AES 303: Air Force Leadership Studies II **3 credits**

Every Spring. AES 303 is a continuation of AES 301 on the study of leadership and management fundamentals, professional knowledge, leadership ethics, and communicative skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Leadership Laboratory (AES 304) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES 203 or department approval.

AES 304: Leadership Laboratory **0 credits**

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Continuation of AES 302 with emphasis on planning the military activities of the cadet corps and applying advanced leadership methods. Co-requisite: AES 303.

AES 401: National Security Affairs **3 credits**

Every Fall. The course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest include the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting the military profession. Within this structure, continued emphasis is given to the refinement of communication skills. Leadership Laboratory (AES 402) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES 303 or department approval.

AES 402: Leadership Laboratory **0 credits**

Every Fall. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Advanced leadership experience demonstrating learned skills in planning and controlling the military activities of the corps. Co-requisite: AES 401.

AES 403A: Regional Security Issues **3 credits**

Every Spring. Continuation of AES 401 which examines regional studies and advanced leadership ethics. Special topics of interest focus on the military as a profession, officership, military justice, preparation for active duty, and current issues affecting military professionalism. Special emphasis is given on the transition from civilian to military life and what it takes to be a good second lieutenant in the United States Air Force. Leadership Laboratory (AES 404) is mandatory for AFROTC cadets and complements this course by providing cadets with followership and leadership experiences. Prerequisite: AES 401 or department approval.

AES 404: Leadership Laboratory **0 credits**

Every Spring. Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic

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program. Continuation of AES 402 with emphasis on preparation for transition from civilian to military life. Co-requisite: AES 403.

Applied Management (AMP)

AMP 415: Financial Decision Making 4 credits

This course is a study of the components of primary financial statements and the use of these statements to analyze the performance of a business entity, including selected managerial accounting topics that assist in internal decision making.

AMP 425: Marketing Environment 4 credits

This course surveys the marketing mix and marketing concept; markets and buyer behavior; product, service, and relationship marketing for global competition; creating and keeping customers in an e-commerce world; branding and positioning; distribution strategies; integrated marketing communications; and pricing strategies.

AMP 434: Human Resources 4 credits

This course is a study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisites: PSC 420.

AMP 435: Intrapreneurship and Innovation (Retired) 4 credits

This course examines the importance of creating innovative work environments in small-, medium-, and large-scale organizations in order to ensure the long-term competitiveness of the firm. Innovation is explored from the perspectives of product development, internal process improvements, and strategic shifts. Students have the opportunity to participate in an experiential innovation project. Also ENT 435.

AMP 450V: Leadership and Vocation 3 credits

This course emphasizes major behavior patterns that effective leaders use to influence followers, including Ken Blanchard's leadership model. Topics include what effective leaders really do and how leaders can diagnose and modify situations to make their leadership a more positive and productive endeavor.

AMP 492: Organizational Change and Development 4 credits

This course provides an overview of approaches to organizational development with an emphasis on the practical aspects of changing organizations to improve effectiveness.

Art Studio (ART)

ART 215: Photography and Digital Imaging 4 credits

This in an introductory course on digital photography in which students explore basic techniques in camera operation, composition, print processing, and presentation. Digital editing and compositing are explored using photo editing software. Students are required to provide their own digital camera for this class. Adobe Photoshop (or equivalent photo editing software) is required for the online course.

Bible (BIB)

BIB 104: Old Testament Historical Perspectives 4 credits

This course is an introductory historical survey of the Old Testament. Attention is given to the study of the Bible itself, its institutions, its literature, and the history of the national life of the Hebrew people from earliest times to the close of the Old Testament period. The course also explores the impact of the Old Testament on the development of Christianity and Christian values.

BIB 105: New Testament Historical Perspectives 4 credits

This course is an introductory historical survey of the New Testament, beginning with the interbiblical period. The main emphasis of this course is the Gospels and Acts, and the development of Christian faith and perspectives throughout this historical period.

BIB 351: Moses and the Prophets 4 credits

This course examines the tradition of the Pentateuch tradition and its elaboration in the prophetic tradition. The scriptural record of beginnings and of early Hebrew history, religion, and law is the foundation for the study, with corresponding attention given to Old Testament prophetic writings. Aspects of the prophetic study include the messianic element, the occasion of writing, authorship, content, and interpretation. Prerequisite: BIB 104.

BIB 354: Jesus and His Interpreters 4 credits

This course focuses on the teachings and major events in the life of Jesus and the elaboration on those teachings in Paul's writings. Special attention is given to the person, teachings, and work of Jesus. Some pertinent issues in Pauline studies, such as the Judaizer conflict, the effect of Paul's conversion on his thinking and writing, and the sequence of his letters will be examined for their role in the development of the Gospel tradition. Prerequisite: BIB 105.

BIB 355$^{\Delta}$: Biblical Interpretation and Application 4 credits

This writing-intensive course helps equip students to understand and use basic principles of biblical hermeneutics, including an introduction to the nature of Bible interpretation and the application to contemporary issues. The majority of the course focuses on developing practical procedures and step-by-step skills in exegesis of Scripture. Prerequisites: ENG 105, BIB 104, and BIB 105.

BIB 365: Old Testament Writings 4 credits

This course addresses the historical books of the Old Testament (Joshua, Judges, Ruth, Samuel, Kings, Esther, Ezra, and Nehemiah), giving special attention to the text with regard to its politics, culture, religions, geographical setting, literary genre, and theological themes. Prerequisite: BIB 355.

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BIB 370: Hebrew Poetical and Wisdom Literature 4 credits

This course is a study of Hebrew poetry and wisdom literature in the Old Testament. Attention is given to the development of the literature as well as an investigation of each book's composition and theological themes. Prerequisites: BIB 355 and BIB 365.

BIB 380: Pauline Epistles 4 credits

This course provides an overview of the Apostle Paul's letters to the early New Testament churches. Special attention is given to the nature of Paul's ministry; the theological, social, and practical issues he addressed; and how these texts are relevant for faithful Christian living. Prerequisite: BIB 355.

BIB 455: Hebrew Prophets 4 credits

This course offers a critical study of the pre-exilic, exilic, and post-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message of the prophets, in their day and today. Prerequisites: BIB 355 and 365.

BIB 465: The General Epistles 4 credits

This course covers Hebrews, James, 1 and 2 Peter, and Jude as they relate to the theological and ethical content of Christianity. Students examine the nature, message, and historical context of the books. Prerequisite: BIB 355.

BIB 475: Johannine Literature 4 credits

This course provides an overview of the New Testament texts of the Apostle John. Special attention is given to the nature of John's ministry; the theological, social, and practical issues he addressed; and how these texts are relevant for faithful Christian living. Prerequisite: BIB 355.

BIB 501: Old Testament Foundations 4 credits

This course is a survey of the historical and theological structures and themes of the Old Testament historical and literary documents.

BIB 502: New Testament Foundations 4 credits

This course is a survey of the historical and theological structures and themes of the New Testament historical and literary documents.

BIB 650: Biblical Hermeneutics 4 credits

This course is a study of the basic principles of evangelical biblical interpretation, exegesis, and application, especially in the context of ministry, including an introduction to the use of biblical language tools. Prerequisites: BIB 501 and BIB 502.

Biology (BIO)

BIO 100: Biology Concepts 3 credits

This course is a complete overview of the science of biology from a human perspective. Topics include cells, energetics, ecology, inheritance, evolution, embryology, anatomy, and physiology. This course does not apply toward Biology majors. Co-requisite: BIO 100L.

BIO 100L: Biology Concepts Lab 1 credit

This lab course is designed to complement and support the principles being learned in Biology 100 lecture. Co-requisite: BIO 100.

BIO 130: Introduction to Life Sciences I 4 credits

This course introduces students to the concepts of the scientific method and critical thinking in making observations and formulating hypotheses. Students learn about the structure of cells, DNA replication and gene expression, metabolic pathways, cell cycle, and cell division. The final section of the class includes an overview of animal form and function, organs and organ systems, and physiological processes, with an emphasis on human systems.

BIO 155: Introduction to Anatomy and Physiology 3 credits

A study of the basic structure and function of the major systems of the human body, this course focuses on an in-depth exploration of the musculoskeletal and neurological systems for athletic training, health, and exercise science majors. This course also compares normal and abnormal function for more comprehensive understanding of the human body. Co-requisite: BIO 155L.

BIO 155L: Introduction to Anatomy and Physiology Lab 1 credit

This lab is designed to complement and support the principles taught in BIO 155. Upon successful completion of the course, students will be able to identify and describe functions, structures, and classifications of the skeletal, muscular, and organ systems along with related disorders. Co-requisite: BIO 155.

BIO 181: General Biology I 3 credits

This course is a study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular and cellular levels of organization. Cell components and their duties are investigated, as well as the locations of cellular functions within the cell. The importance of the membrane is studied, particularly its roles in controlling movement of ions and molecules and in energy production. The effect of genetic information on the cell is followed through the pathway from DNA to RNA to protein. Co-requisite: BIO 181L.

BIO 181L: General Biology I Lab 1 credit

This lab course is designed to reinforce principles learned in BIO 181 through experiments and activities which complement and enhance understanding of macromolecules, cell membrane properties, cellular components, and their contribution to cell structure and function. Assignments are designed to relate cellular processes such as metabolism, cell division, and the flow of genetic information to cell structure. Co-requisite: BIO 181.

BIO 182: General Biology II 3 credits

This course is a study of biological concepts emphasizing the interplay of structure and function at the molecular, cellular, and organismal levels of organization. Relationships of different life

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forms are studied, noting characteristics and general lifecycles of the different types of organisms, including bacteria, archaea, and eukaryotes. Plant structure, function, and reproduction are studied, as well as photosynthesis and plant nutrition. Ecological principles are discussed, including organism interactions at the various ecological levels. Principles of conservation are introduced. Prerequisite: BIO 181. Co-requisite: BIO 182L.

BIO 182L: General Biology II Lab 1 credit

This lab is designed to reinforce principles learned in BIO 182. Organisms are examined to recognize similarities and differences among different types. Plant structure and processes, including photosynthesis and water transport, are investigated through observation and activities. Concepts of ecology are explored through study of species interactions projects and other activities. Co-requisite: BIO 182.

BIO 201: Human Anatomy and Physiology I 3 credits

This course is the first of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of cells; tissues; genetics; and the integumentary, skeletal, muscular, and nervous systems. Co-requisite: BIO 201L.

BIO 201L: Human Anatomy and Physiology I Lab 1 credit

This course involves a study of the gross anatomy and functions of the skeletal, muscular, and nervous systems. This experiential lab involves gaining basic knowledge of the use of human cadavers, animal demonstrations, and computer-assisted instruction. Co-requisite: BIO 201.

BIO 202: Human Anatomy and Physiology II 3 credits

This course is the second of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of immunity; metabolism; energetics; fluid, electrolyte and acid-base balance; and the endocrine, hematologic, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Prerequisites: BIO 201 and BIO 201L. Co-requisite: BIO 202L.

BIO 202L: Human Anatomy and Physiology II Lab 1 credit

This course is a study of the gross anatomy and functions of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. The experiential lab involves an advanced exploration of concepts using human cadavers, animal demonstrations, and computer-assisted instruction. Prerequisites: BIO 201 and BIO 201L. Co-requisite: BIO 202.

BIO 205: Microbiology 3 credits

This course provides an introduction to the principles and applications of microbiology and a study of the general characteristics of microorganisms, their activities, and their relationship to humans. Students develop understanding of microbial cell structure and function, microbial genetics, related pathologies, immunity, and other selected applied areas. Co-requisite: BIO 205L.

BIO 205L: Microbiology Lab 1 credit

The laboratory section of BIO 205 supports further learning surrounding principles gained in the lecture course. Students develop fundamental skills in microbiological laboratory techniques, microscopy methodologies, and the isolation and identification of pathogenic microorganisms. Co-requisite: BIO 205.

BIO 220: Environmental Science 4 credits

This course examines the risks and the environmental impact of human behavior and population growth on natural resources. Emphasis is placed on a holistic approach to environmental science using hands-on exercises, environmental surveys, and class discussions to reinforce scientific principles.

BIO 250: Introduction to Life Sciences II 4 credits

This course introduces students to the relevance and impact of scientific endeavors/advances/processes on human populations, society, and the environment. Natural phenomena and relationships between scientific disciplines and technology provide foundational knowledge for students to critically analyze the interactions between humans and their world.

BIO 253: Emergency Care for Acute Injuries and Illnesses 4 credits

This course includes the study of the proper techniques in caring for a patient by recognizing catastrophic and emergent conditions and treating appropriately. Students learn establishing and maintaining an airway, maintaining neutral spine alignment with an athlete wearing protective equipment, wound management, immobilization, transfer techniques including spine boarding, core body temperature, as well as caring for athletes with conditions such as asthma and diabetes. Students are prepared to complete Emergency Cardiac Care (ECC) certification upon completion of the course. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201 and BIO 202.

BIO 316V◆: Pharmacology for Health Care Professionals 3 credits

The content of this course is designed to broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. The pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Conscious sedation, adverse reactions, and patient care under sedation are also included.

BIO 317V[Δ]◆: Science Communication and Research 3 credits

This writing-intensive course focuses on the use of scientific research as a basis for understanding and improving clinical practice. Topics include differentiation between various forms of written communication, utilizing former research to support a position and/or develop new research proposals, organizing and writing research papers, and producing visual aids for oral presentations. Emphasis in this course is on the critical review of research studies and their applications to clinical practice. An

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overview of evidence-based practice is provided. Prerequisite: HLT 312.

BIO 319: Applied Nutrition **4 credits**

This course provides a foundation of basic nutrition theory, with a focus on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness.

BIO 356: Health Promotion and Wellness Protection **4 credits**

This course includes the study of the general principles of health maintenance and promotion. Students learn the role of exercise including flexibility, strength training, and cardiovascular conditioning in maintaining a healthy lifestyle. Topics include nutrition and dietary requirements for health and weight management. Students administer testing procedures to obtain baseline data regarding a client/patient's level of general health and use this data to design a program specific to the performance and health goals of the client/patient. In addition, this course reviews the basics of evidence-based practice in athletic training. Prerequisites: BIO 155 and BIO 155L.

BIO 360: Medical Physiology **3 credits**

This course focuses on the normal function of human cells, tissues, and organ systems. Emphasis is placed on the interconnections and biochemical functions between systems of the body and maintenance of homeostasis. Minor emphasis is placed on the dysfunctions and resulting pathologies. Prerequisites: One of the following combinations: 1) BIO 182; or 2) BIO 181 and BIO 181L. Co-requisite: BIO 360L.

BIO 360L: Medical Physiology Lab **1 credit**

This course involves the exploration of normal function of human cells, tissues, and organ systems through hands-on laboratory experimentation. Students develop a deeper understanding of the materials learned in BIO 360 using simulation software for human functions, systems, and pathologies. Prerequisites: One of the following combinations: 1) BIO 182; or 2) BIO 181 and BIO 181L. Co-requisite: BIO 360.

BIO 365: Biomedical Statistics **4 credits**

This course is an introduction to basic concepts of descriptive and inferential statistics, experimental design, and an exploration of chronic and infectious disease epidemiology. Students explore study and sampling designs by reviewing the steps of experiment design. Statistical methodologies include graphing, probability theory, estimation, confidence intervals, hypothesis testing, correlation and regression, and analysis of variance. One-, two-, and multi-group parametric and nonparametric methods are introduced, requiring use of Z, t, F, and Chi-squared distributions. Epidemiology techniques include basic measures of disease frequency, exposure-disease associations, prevalence, and incidence relationships. Measures of effect, sources of bias, estimation, and hypothesis testing in epidemiology are discussed, along with estimation of risk and odds. Prerequisite: Grade C or better in MAT 134 or 3 years of high school algebra with a grade of C or better.

BIO 440: Body Fluid and DNA Analysis **4 credits**

The content of this course is designed to equip learners in identification of body fluids pertinent to forensics, including saliva, blood, and semen. DNA profiling of these fluids and other tissues of forensic interest is included. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: BIO 457 and one of the following combinations: 1) CHM 365 and CHM 365L or 2) CHM 465 and CHM 465L.

BIO 457: Genetics **4 credits**

This course provides a comprehensive examination of the principles of heredity and variation, including Mendelian, molecular, and population genetics. Students explore topics such as gene mapping, DNA structure and replication, population genetics, and molecular change. Prerequisites: BIO 181 and BIO 181L.

BIO 460: Toxicology **4 credits**

The content of this course is designed to equip learners with general principles of toxicology, forensic toxicology, and drug metabolism. Topics include chemistry and biological activities, as well as types and effects of drugs of forensic interest in biological material. Key components of QC/QA are featured with reference to FBI, ASCLD, and ISO guidelines. Prerequisites: One of the following combinations: 1) CHM 365 and CHM 365L or 2) CHM 465 and CHM 465L.

BIO 474: Human Gross Anatomy and Dissection **4 credits**

This in-depth course covers the structure of the human body from an applied anatomical perspective. It prepares students for graduate-level gross cadaver anatomy coursework by applying critical thinking skills to anatomical studies and emphasizing proper cadaver dissection technique and respect and dignity for the human cadaver. Small groups work collaboratively to explore, locate, expose, identify, and demonstrate various muscles and associated osteologic landmarks, nerves, and blood vessels of the human body. Prerequisites: BIO 181 and BIO 181L.

BIO 483: Pathophysiology **4 credits**

This course is designed to bridge the gap between basic preclinical science courses and the clinical requirements of health care/life science professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material is presented using clinically relevant terminology that increases accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, students should be able to correctly discuss a variety of disease states with health care professionals and patients while addressing the following questions: What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease? How does a change in normal physiology cause the signs and symptoms of a given condition or disease? How do these physiological effects correlate to mechanisms of accurate diagnoses? Why is one treatment method chosen over another? How do different systems intricately interrelate to cause

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a clinical picture and complications? Prerequisites: One of the following combinations: 1) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 2) BIO 360.

BIO 484: Human Anatomy **4 credits**

This course introduces advanced anatomy concepts and examines structures and functions of the human body. Upon successful completion of this course, students demonstrate knowledge and/or skill in six levels of structural organization of the human body and how they interact, metabolism, negative and positive feedback mechanisms and their effect on the body, and mechanisms for maintaining homeostasis. Prerequisite: BIO 181.

BIO 500: Biostatistics **4 credits**

This course is designed to provide students with knowledge and skills in application, evaluation, analysis, and interpretation of biostatistical data used to inform public health programs, policy, and practice. Students learn to complete statistical analysis using both qualitative and quantitative methodological approaches commonly used in public health practice.

BIO 550: Epidemiology **4 credits**

This course applies epidemiological approaches to explore patterns of disease and injury in the human population. Emphasis is placed on health indicators, concepts, principles, and methods of chronic and infectious disease epidemiology. Students learn to conduct their own statistical analysis of basic epidemiological measures used for evidence-based decision making using data and reports.

Business Intelligence (BIT)

BIT 200: Introduction to Computer Technology **4 credits**

This course provides the foundation of core knowledge within the field of information technology. Topics include technology-centric organizations, the type and role of fundamental information technology systems, data management to include privacy and security, e-business and m-business, hardware, software, and computer networks.

BIT 415: IT Project Management **4 credits**

This course examines information technology project management. Topics include the reasons why IT projects fail, the business cost of IT failure, managing IT teams, outsourcing, virtual teams, scope definition, project scheduling, risk mitigation, and leading successful projects. Additional topics focus on using project management to build an analytics organization. Prerequisite: BIT 200.

BIT 417: IT Governance and Ethics **4 credits**

This course examines the role of governance and ethics within information technology. Topics include understanding and satisfying Sarbanes/Oxley, preparing for an information technology audit, complying with government regulations such as HIPAA, and understanding data-privacy issues. Students examine real-world case studies. Prerequisite: BIT 200.

BIT 430: IT Introduction to Business Analytics **4 credits**

This course examines current business intelligence practices and tools. Topics include creating an intelligent data-driven company, the role of decision-management tools, information silo busting, and design techniques for information dashboards. This course also introduces the key aspects of conducting business analytics using Microsoft Excel's Advanced features. Students examine real-world case studies. Prerequisites: BIT 200 and BUS 352.

BIT 435: Advanced Business Analytics **4 credits**

This course examines key aspects of predictive analytics by combining both information technologies and modeling techniques to extract meaning from similar and/or dissimilar organizational data. The course covers the use of quantitative techniques to translate business data into business intelligence. The key focus of the course is how to leverage information technology to build predictive models for making tactical and strategic business decisions. Prerequisites: BIT 200, BIT 430, and BUS 352

BIT 440: Web Analytics **4 credits**

This course examines how to leverage web analytics to ascertain website effectiveness with a specific focus on how to track, capture, analyze, and decipher website traffic. Topics related to SEI (search engine optimization) are also covered. Prerequisites: BIT 200 and BIT 430.

BIT 450: Current Topics in IT and Business Intelligence **4 credits**

This course examines current IT and business intelligence topics in order to assist students in their development as IT professionals. Concepts are taught in the context of project management, database structures, programming, business analytics, and IT governance and ethics. Prerequisites: BIT 200, SYM 400, SYM 405, BIT 415, BIT 417, BIT 430, BIT 435, and senior status.

Business (BUS)

BUS 232: Introduction to Sports Management **4 credits**

This course is an overview of the business of sports, including career opportunities, as well as a study of the value of professional management to sports organizations.

BUS 340: Ethical and Legal Issues in Business **4 credits**

This course is a comprehensive study of the legal and ethical issues of concern to business, including those areas of the U.S. legal system that are most relevant to business, such as the law of torts, strict liability, intellectual property, and contract law. It explores the role of ethics and values in business decision making, and approaches these subjects from the perspective of the stakeholders as opposed to an economic interpretation of the firm and its responsibilities.

BUS 352: Business Statistics **4 credits**

This course provides an introduction to the practical application of descriptive and inferential statistics in business. Topics include

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probability, probability distributions, the central limit theorem, confidence intervals, hypothesis testing, correlation, and regression. Prerequisite: MAT 134 or equivalent college algebra course.

BUS 364: Sports Law **4 credits**

This course is a presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sports organizations. Prerequisites: BUS 340 or BUS 316.

BUS 372: Sports Event Planning **4 credits**

This course provides an introduction to event planning for athletic, recreational, entertainment, and special events. An emphasis is placed on budgeting, site selection, sponsorship, and facility management.

BUS 411A: Business Internship **1 credit**

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. Prerequisites: Permission of the Director of the Internship Program.

BUS 411B: Business Internship **2 credits**

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. Prerequisites: Permission of the Director of the Internship Program.

BUS 411C: Business Internship **3 credits**

An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. Prerequisites: Permission of the Director of the Internship Program.

BUS 485[Δ]: Strategic Management **4 credits**

This is a capstone course in business and management that includes the gradual development of a comprehensive and integrative business plan. This course is designed to assist students in their development as managers, servant leaders, and successful strategic thinkers. Management, marketing, accounting, finance, economics, global perspectives, law, and political issues are covered during this course. It is a writing-intensive course that will help students develop competencies such as critical thinking, effective communication, leadership, and global awareness. Prerequisites: FIN 350, MGT 240 or MGT 420, MKT 245, and senior status.

BUS 499: Independent Study **1–4 credits**

This involves research, seminars, or readings on a special topic selected by the student and the faculty advisor as appropriate. This course may be taken for one, two, three, or four credits, depending on the amount of time and work involved, and may be repeated for up to four credits total per subject area unless specified otherwise in requirements for a major.

BUS 611: Financial Research and Business Modeling **4 credits**

This course provides students with applied knowledge in using electronic databases to find accounting information and financial reports. Students develop the skills needed to access accounting, auditing, and taxation rules and regulations; company financial statements; and related industry data used for analyzing financial statements.

BUS 630: Building Innovative Organizations **4 credits**

This course introduces the challenge of balancing efficiency with the ability to innovate successfully. It examines steps to achieving successful innovation, including understanding what customers really want and having the right structure, processes, and resources to support innovation.

BUS 637: Serving Communities **3 credits**

This course brings a unique societal perspective to the decision-making process within organizations. The concept of "enlightened self-interest" is considered within the context of short- versus long-term business results. Societal business costs are defined and examined, including analysis of both sustainable environmental resources and human quality-of-life issues, which center on social responsibility and community outreach. Case studies will be used to profile and examine organizations considered as exemplary corporate citizens.

BUS 640: Building Efficient Organizations **3 credits**

This course examines how to streamline and drive inefficiencies out of a firm's internal processes in order to build a super lean, highly efficient organization. It also covers management structures required to support internally integrated processes, examining how to break down silos and build structures that support cross-functional coordination. The course also focuses on external processes by examining ways to achieve greater supply chain integration with suppliers and customers.

BUS 641: Building Innovative Organizations **3 credits**

This course introduces the challenge of balancing efficiency with the ability to innovate successfully. It examines three steps to achieving successful innovation, including understanding what customers really want and having the right structure, processes, and resources to support innovation.

BUS 660: Quantitative Methods **4 credits**

This course is a study in the quantitative tools and techniques used to model business functions and applications. Emphasis is placed on how to set up models, and how to interpret and apply their results. Prerequisite: SYM 506.

BUS 697: Internship **1 credit**

The internship is the culminating course in an academic program of study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Internships are strongly recommended for all academically

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qualified students for any discipline taught in the Ken Blanchard College of Business (KBCOB). The College's desire is to promote an environment where students and organizations benefit from real-world application of classroom instruction. In order to arrange an internship, students should consult the KBCOB Director of the Internships.

Christian Leadership (CHL)

CHL 465: Christian Leadership in the 21st Century **4 credits**

This course is an examination of Christian leadership with an emphasis on ethics, community, the environment, and the intricacies of cross-cultural leadership. The course helps students identify administrative skills necessary for leading a successful organization, examine how their Christian values influence their actions and decisions as they live out their faith in their vocations and positions, develop a framework for practicing global citizenship, and initiate an informed dialogue concerning the nature of leadership in other cultures and in diverse situations. Prerequisites: BIB 351, BIB 354, MIN 350, and HTH 469.

CHL 520: Theories of Leadership **4 credits**

This course is a survey of current models, methods, and skills of leadership, and their application in a variety of settings.

CHL 650: Leading Through Crisis, Conflict, and Change **4 credits**

This course is an investigation into the dynamics of crisis, conflict, and change, and how to address these realities in Christian ministry. Prerequisite: CHL 520.

Chemistry (CHM)

CHM 101: Introduction to General, Organic, and Biochemistry **3 credits**

An introduction to the principles of chemistry; designed for students without a strong background in science. Topics covered include a survey of the chemical and physical properties of elements and compounds, chemical reactions, chemical energetics, acids and bases, and chemical bonding. An introduction to organic and biochemistry emphasizes the relationship between molecular structure and function. Co-requisite: CHM 101L.

CHM 101L: Introduction to General, Organic, and Biochemistry Lab **1 credit**

This lab course is designed to complement and support the principles being addressed in CHM 101. Students learn basic lab techniques related to general and organic chemistry, building upon and strengthening foundational knowledge such as stoichiometry and reaction types. Additionally, some topics are addressed from a biochemical standpoint to highlight application to daily living. Co-requisite: CHM 101.

CHM 113: General Chemistry I **3 credits**

This is the first course of a two-semester introduction to chemistry intended for undergraduates pursuing careers in the health professions and others desiring a firm foundation in chemistry. The course assumes no prior knowledge of chemistry and begins with basic concepts. Topics include an introduction to the scientific method, dimensional analysis, atomic structure, nomenclature, stoichiometry and chemical reactions, the gas laws, thermodynamics, chemical bonding, and properties of solutions. Prerequisites: MAT 250 or college algebra. Co-requisite: CHM 113L.

CHM 113L: General Chemistry I Lab **1 credit**

The laboratory section of CHM 113 reinforces and expands learning of principles introduced in the lecture course. Experiments include determination of density, classification of chemical reactions, the gas laws, determination of enthalpy change using calorimetry, and determination of empirical formula. Prerequisite: MAT 250 or college algebra. Co-requisite: CHM 113.

CHM 115: General Chemistry II **3 credits**

This is the second course of a two-semester introduction to chemistry intended for undergraduates pursuing careers in the health professions and others desiring a firm foundation in chemistry. Upon successful completion of this course, students demonstrate knowledge and/or skill in solving problems involving the principles of chemical kinetics, chemical equilibrium, and thermodynamics; understanding chemical reactions using kinetics, equilibrium, and thermodynamics; comparing and contrasting the principal theories of acids and bases; solving equilibrium involving acids, bases, and buffers; describing solubility equilibrium; describing terms associated with electrochemistry and solving problems associated with electrochemistry; and describing fundamentals and applications of nuclear chemistry and organic chemistry. Prerequisites: CHM 113 and CHM 113L. Co-requisite: CHM 115L.

CHM 115L: General Chemistry II Lab **1 credit**

The laboratory section of CHM 115 reinforces and expands learning of principles introduced in the lecture course. Experiments include determination of rate law, examples of Le Châtelier's principle, the use of pH indicators, buffer preparation, experimental determination of thermodynamic quantities, the use of electrochemical cells, and qualitative and quantitative analysis. Prerequisites: CHM 113 and CHM 113L. Co-requisites: CHM 115.

CHM 231: Organic Chemistry I **3 credits**

This course is the first of two organic chemistry courses. The first half of this course develops the vocabulary and concepts of chemical bonding, chemical structure, acid-base principles, and nomenclature needed to understand properties and reactions of organic compounds. The second half of this course discusses chemical reactions, including radical reactions, substitution and elimination reactions, and synthesis and reactions of alkenes. Students learn how to predict reaction products and draw reaction

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mechanisms. Organic synthesis and structural determination are also covered. Instruction includes lecture and in-class problem solving. Prerequisites: CHM 115 and CHM 115L. Co-requisite: CHM 231L.

CHM 231L: Organic Chemistry I Lab **1 credit**

The laboratory section of CHM 231 reinforces principles learned in the lecture course through various techniques that organic chemists use to synthesize compounds. Students use these techniques throughout the semester. These techniques include determination of melting point, determination of solubility, thin layer chromatography, recrystallization, and distillation. Structural determination using theories discussed in CHM 231 is applied to unknown compounds. Prerequisites: CHM 115 and CHM 115L. Co-requisite: CHM 231.

CHM 232: Organic Chemistry II **3 credits**

This course is the second of two organic chemistry courses. The course is organized by common organic functional groups, including alkynes, alcohols, ether, aromatic compounds, ketones and aldehydes, amines, carboxylic acid, and carboxylic acid derivatives. The reactions and properties of each functional group are discussed. Students learn how to predict reaction products, draw reaction mechanisms, and predict physical properties. Instruction includes lecture and in-class problem solving. The final assignment for the course is a paper that describes the synthesis of a popular pharmaceutical agent. Prerequisites: CHM 231 and CHM 231L. Co-requisite: CHM 232L.

CHM 232L: Organic Chemistry II Lab **1 credit**

The laboratory section of CHM 232 supports and extends principles learned in the lecture course. Students carry out various organic syntheses using techniques taught in CHM 231. The experiments include preparation of an alkene from an alcohol, a Grignard reaction, preparation of cinnamaldehyde, nitration of methyl benzoate, synthesis of N-Methyl Prozac, an Aldol reaction, Benzimidizole synthesis, and a Diazonium coupling reaction. Prerequisites: CHM 231 and CHM 231L. Co-requisite: CHM 232.

CHM 331: Organic Chemistry I **3 credits**

This course is the first of two organic chemistry courses. The first half of this course develops the vocabulary and concepts of chemical bonding, chemical structure, acid-base principles, and nomenclature needed to understand properties and reactions of organic compounds. The second half of this course discusses chemical reactions, including radical reactions, substitution and elimination reactions, and synthesis and reactions of alkenes. Students learn how to predict reaction products and draw reaction mechanisms. Organic synthesis and structural determination are also covered. Instruction includes lecture and in-class problem solving. Prerequisite: CHM 115. Co-requisite: CHM 331L.

CHM 331L: Organic Chemistry I Lab **1 credit**

The laboratory section of CHM 331 reinforces principles learned in the lecture course through various techniques that organic chemists use to synthesize compounds. Students use these techniques throughout the semester. These techniques include determination of melting point, determination of solubility, thin layer chromatography, recrystallization, and distillation. Structural determination using theories discussed in CHM 331 is applied to unknown compounds. Prerequisite: CHM 115L. Co-requisite: CHM 331.

CHM 332: Organic Chemistry II **3 credits**

This course is the second of two organic chemistry courses. The course is organized by common organic functional groups, including alkynes, alcohols, ether, aromatic compounds, ketones and aldehydes, amines, carboxylic acid, and carboxylic acid derivatives. The reactions and properties of each functional group are discussed. Students learn how to predict reaction products, draw reaction mechanisms, and predict physical properties. Instruction includes lecture and in-class problem solving. The final assignment for the course is a paper that describes the synthesis of a popular pharmaceutical agent. Prerequisite: CHM 331. Co-requisite: CHM 332L.

CHM 332L: Organic Chemistry II: Lab **1 credit**

The laboratory section of CHM 332 supports and extends principles learned in the lecture course. Students carry out various organic syntheses using techniques taught in CHM 331. The experiments include preparation of an alkene from an alcohol, a Grignard reaction, preparation of cinnamaldehyde, nitration of methyl benzoate, synthesis of N-Methyl Prozac, an Aldol reaction, Benzimidizole synthesis, and a Diazonium coupling reaction. Prerequisite: CHM 331L. Co-requisite: CHM 332.

CHM 360: Principles of Biochemistry **3 credits**

The course objective is to survey basic biochemical principles, including the composition, structure, and function of proteins, nucleic acids, lipids, and carbohydrates. Important biochemical principles include structure-function correlation, chemical reactivity, kinetics and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways. The application of biochemical concepts in the medical field is emphasized. Prerequisites: CHM 115, CHM 115L, BIO 181, and BIO 181L. Co-requisite: CHM 360L.

CHM 360L: Principles of Biochemistry Lab **1 credit**

This laboratory course covers modern biochemical laboratory techniques and their theoretical foundations. Topics include methods for protein, nucleic acid, and lipid isolation and characterization; enzyme assays; chromatography; electrophoresis; and representing and manipulating proteins and nucleic acids. Experiments are designed for hands-on experimentation and students acquire practical techniques currently used in biochemistry laboratories. Prerequisites: CHM 115, CHM 115L, BIO 181, and BIO 181L. Co-requisite: CHM 360.

CHM 365: Instrumental Analysis **3 credits**

This course introduces students to the quantitative, qualitative, and instrumental analysis of various sample types. Methods for selecting proper techniques to answer various questions are discussed. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and

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gel electrophoresis, and ultraviolet and visible spectroscopy are also covered. Other techniques, such as high-pressure liquid chromatography and thin layer chromatography, are discussed as well. Prerequisites: CHM 360 and CHM 360L and one of the following combinations: 1) CHM 232 and CHM 232L, or 2) CHM 332 and CHM 332L. Co-requisite: CHM 365L.

CHM 365L: Instrumental Analysis Lab **1 credit**

The laboratory section of CHM 365 reinforces and expands learning of principles introduced in the lecture course. This course allows students to apply quantitative, qualitative, and instrumental analysis of various sample types. Focus is on the validity of results. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel are also covered. Prerequisites: CHM 360 and CHM 360L and one of the following combinations: 1) CHM 232 and CHM 232L, or 2) CHM 332 and CHM 332L. Co-requisite: CHM 365.

CHM 465: Forensic Chemistry **3 credits**

This course introduces students to the quantitative, qualitative, and instrumental analysis of forensic samples. Methods for selecting proper techniques to answer various questions are discussed. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel electrophoresis, and ultraviolet and visible spectroscopy are also covered. Other techniques, such as high-pressure liquid chromatography and thin layer chromatography, are discussed as well. Prerequisite: CHM 360. Co-requisite: CHM 465L.

CHM 465L: Forensic Chemistry Lab **1 credits**

The laboratory section of CHM 465 reinforces and expands learning of principles introduced in the lecture course. This course allows students to apply quantitative, qualitative, and instrumental analysis to forensic samples. Focus is on the validity of results. Analytical methods for the qualitative and quantitative analyses of sample by gas chromatography, mass spectroscopy, infrared spectroscopy, fluorescence spectroscopy, capillary and gel electrophoresis, and ultraviolet and visible spectroscopy are also covered. Other techniques, such as high-pressure liquid chromatography and thin layer chromatography, are discussed as well. Prerequisite: CHM 360L. Co-requisite: CHM 465.

Communications (COM)

COM 126: Communications and the Media **4 credits**

This course is a study of media history and theory with an emphasis on the implications and impact of mass messages on meaning, culture, and society.

COM 151: History and Criticism of Visual Media **4 credits**

This course presents the history of visual art and its connection and influence on modern media. Students gain an artistic vocabulary by becoming familiar with many kinds of visual art, developing their skills in visual analysis, increasing their understanding of aesthetic theory, and applying that understanding in presentations. Prerequisite: COM 126.

COM 210: Public Speaking **4 credits**

This basic course in oral communication uses focused content to practice the principles of effective oral presentation. The lectures, speaking assignments, and all written work will acquaint the student with the theory, practice, and necessary technological literacy required for effective message building and presentation.

COM 221[Δ]: Screenwriting I **4 credits**

Students in this writing-intensive course learn storytelling for the screen through a managed regimen of in-class and out-of-class experiences that emphasize the essential mix of imagination and craft in writing. They hone their skills in observation, communication, and visualization, and receive instruction on structure for screenwriting and how to employ written language to articulate dramatic and visual expression.

COM 231: Persuasive Theory **4 credits**

This course is a study of the theory and practice of communication as it relates to influencing attitude and behavioral change. The course begins by presenting a historical overview of persuasive theory from its classical beginnings and progresses to analyzing persuasive strategies and their use by contemporary practitioners. Examples for analysis are taken from advertising, public relations, religion, sales, politics, and propaganda.

COM 302: Writing for the Media **4 credits**

This course is a study of the content, styles, and formats of media writing, with an emphasis on the differences in writing across diverse media modalities.

COM 311: Principles of Public Relations **4 credits**

This course presents an overview of the theory and practice of public relations, media relations, promotion, research, and campaigns, as well as an application of theory, through problem solving and case study.

COM 315: Intercultural Communications **4 credits**

This course creates an awareness of the skills necessary to promote positive communication and relationships across cultural differences. Students explore verbal and nonverbal communication behaviors. Other cultures are explored through an examination of demographics, family structure, religion, politics, education, social life, art, and literature.

COM 321: Public Relations Writing and Design **4 credits**

This course is a study of planning, producing, and evaluating written public relations messages for and from a variety of media, including print, broadcast, and the Web. Student writing assignments include news releases, newsletters, public service announcements, coverage memos, position papers, background papers, reports, and proposals.

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COM 331: Visual Media and Storytelling **4 credits**

This course focuses on the elements that make up almost all storytelling. Students are encouraged to discover and develop their unique voices as writers and storytellers, while understanding the critical importance of working as part of a creative team. This course emphasizes the use of traditional storytelling, classic mythology, and the ways in which these devices apply to contemporary media.

COM 435: Consumer Communications and Behavior **4 credits**

This course provides an integrated marketing communications perspective for today's changing world as well as a behavioral science approach that studies distinct buyer strategies and decision-making processes of purchase by consumers. Topics include external and internal influences on today's buyers, purchase and postpurchase processes, customer satisfaction, customer commitment, branding and positioning, creative strategies, media strategies, distribution strategies, and integrated marketing communications.

COM 445: Communication Issues and Critical Thinking **4 credits**

This course provides a capstone, or practicum, for the communications student that facilitates the practical application of historical and modern communications styles across modalities in language that is industry-specific. The course emphasizes the ethical and social responsibility of communications in real-world situations.

COM 470: Production Management **3 credits**

This course explains how a movie is transformed from a screenplay to the screen. Students will learn how to break down a screenplay, organize a shooting schedule, create a budget, secure locations, find actors, hire crews, and communicate with unions. Students will also learn the art of storyboards by conceptualizing and rendering the drawings that will communicate continuity. Lab fee required.

Christian Worldview (CWV)

CWV 101: Christian Worldview **4 credits**

A worldview acts like glasses through which one views the world. In this course, students explore the big questions that make up a worldview, questions like "Why are we here?" and "What is my purpose?" Students examine how Christians answer these questions and work on exploring their own worldviews, as well as learning how worldview influences one's perceptions, decision making, and everyday life.

CWV 301: Christian Worldview **4 credits**

A worldview acts like glasses through which one views the world. In this course, students explore the big questions that make up a worldview, questions like "Why are we here?" and "What is my purpose?" Students examine how Christians answer these questions and work on exploring their own worldviews, as well as learning how worldview influences one's perceptions, decision making, and everyday life.

Dance (DAN)

DAN 100: Introduction to Ballet Technique **1 credit**

This course is an introduction to the techniques of the classical ballet, including alignment, positions, port de bras, and allegro combinations. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to ballet.

DAN 101: Introduction to Jazz Technique **1 credit**

This course is an introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to jazz.

DAN 120: Introduction to Modern Technique **1 credit**

This course is an introduction to the movement techniques of modern dance. It includes fundamental concepts, skills, movement vocabulary, and artistic expression specific to modern dance.

DAN 130: Dance Ensemble I **1 credit**

This course is designed to prepare the student for a performance tour. Through rehearsal, performance, and discussion, students gain proficiency in dance by learning choreography for performance in various dance styles. Prerequisite: Audition.

DAN 200: Somatics for the Dancer **2 credits**

This course is a study of somatic practices in dance. Students explore and discuss issues related to one body practice. Topics include body awareness, alignment, injury prevention, and movement observation.

DAN 210: Improvisation for Dance **1 credit**

This course focuses on creating and developing movement through dance improvisation in solos, duets, and groups. Contact improvisation and partnering, the uses of improvisation in choreography and performance, and the creative process are explored. Students are guided toward finding their own artistic voice through movement, discussion, and writing.

DAN 250: Ballet Technique II **1 credit**

This technique course is designed to increase skill in classical ballet. It includes intermediate concepts, skills, movement vocabulary, and artistic expression specific to ballet. Prerequisite: DAN 100.

DAN 260: Jazz Technique II **1 credit**

This course is a refinement of beginning skills, with an emphasis on development of technical abilities and performance qualities. It focuses on intermediate concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN 101.

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DAN 270: Modern Technique II **1 credit**

This course is a refinement of beginning skills with an emphasis on development of technical abilities and performance qualities. It includes intermediate concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN 120.

DAN 280: Dance Ensemble II **1 credit**

This course is designed to prepare the student for a performance tour. Through rehearsal, performance, and discussion, students gain proficiency in dance by learning choreography for performance in various dance styles. Prerequisite: Audition.

DAN 300: Alignment and Pilates for Dance **2 credits**

This course addresses issues of strength and alignment for dancers, using Pilates mat exercises. The class addresses areas of strength essential for dancers, focuses on breathing techniques integral to the exercises, and uses the exercises as a means to better understand and improve alignment. The course also addresses how strength and alignment facilitate more ease and efficiency in movement.

DAN 310: Technology for Dance Educators **3 credits**

Students study and utilize a variety of dance technologies, such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom in order to meet the needs of a diverse student population.

DAN 315[Δ]: Dance History I **4 credits**

This writing-intensive course is a study of the histories and aesthetic systems of selected world dance traditions emphasizing interconnections between aesthetic practice, religious and social needs, and the impact of cultural convergence on dance.

DAN 335: Foundations of Dance and Culture for Diverse Learners **4 credits**

Students study the historical, philosophical, and sociological influences that have shaped dance, ethno/world dance, dance education, and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the dance classroom. Practicum hours: 15. Prerequisites: Fingerprint Clearance.

DAN 340[Δ]: Dance History II **4 credits**

This writing-intensive course is a comprehensive comparative study of dance in the 20th and 21st centuries. The focus is on significant trends and individuals who shaped the development of modern dance, ballet, jazz, and vernacular dance in the modern era.

DAN 350: Ballet Technique III **1 credit**

This course is designed to increase skill in classical ballet technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to ballet. Prerequisite: DAN 250.

DAN 355[Δ◆]: Dance Kinesiology and Injury Prevention **4 credits**

This writing-intensive course focuses on the anatomical and mechanical principles that relate to human movement; the analysis, management, and prevention of dance injuries; the analysis of body types and technical ability; and the means by which to improve dance ability. Aspects of teaching safe technique classes and alternative methods will also be explored. Prerequisite: DAN 200.

DAN 360: Jazz Technique III **1 credit**

This course is designed to increase skill in jazz technique. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to jazz. Prerequisite: DAN 260.

DAN 370: Modern Technique III **1 credit**

This course focuses on the exercises and activities necessary to develop strength, flexibility, endurance, and technical dance skill. It includes advanced concepts, skills, movement vocabulary, and artistic expression specific to modern dance. Prerequisite: DAN 270.

DAN 380: Dance Ensemble III **1 credit**

This course is designed to prepare the student for a performance tour. Through rehearsal, performance, and discussion, students gain proficiency in dance by learning choreography for performance in various dance styles. Prerequisite: Audition.

DAN 385: Choreography I: Space and Time/ Design and Dance **2 credits**

This course is a study of the elements of time and space, their intrinsic artistic significance, and their significance in organized forms of meaning in dance. The course considers time and space design in the related fields of music and art as relevant to choreographic design and communication in dance. Prerequisite: DAN 210.

DAN 390: Choreography II: Process **2 credits**

This course is a study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Prerequisite: DAN 385.

DAN 395: Dance Production **4 credits**

This course is designed to introduce students to the elements of technical theater specific to a dance production and to prepare students to organize a production in a variety of media. The

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course covers the fundamentals of lighting and costume design; sound/music/video recording and other multimedia devices; and basic elements of production management, such as contracts, labor issues, budgets, facility rentals, marketing and fundraising. Prerequisite: DAN 390.

DAN 397: Dance Methods and Assessment in the Elementary School **4 credits**

This course is a study and demonstration of methods and materials for the first six grades. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum hours: 30. Prerequisite: DAN 390.

DAN 398: Dance Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the dance program in junior and senior high schools. Methods, materials, topics, and issues in dance education are used to prepare dance education majors to enter the teaching profession. Practicum hours: 30. Prerequisite: DAN 390.

DAN 450: Dance Pedagogy **2 credits**

This course educates the student in methods of teaching dance in elementary school, secondary school, community college, university, and dance studio settings. It encompasses the basic objectives of dance education, and the components of excellence in teaching, physical training, fitness, and art. Practicum hours: 10. Prerequisite: DAN 355.

DAN 460: Choreography Practicum **2 credits**

This course is a supervised experience in choreographing a dance for public performance arranged through a cooperative effort of the student and supervisor. Practicum hours: 10. Prerequisite: DAN 390.

DAN 480: Dance Ensemble IV **1 credit**

This course is designed to prepare the student for a performance tour. Through rehearsal, performance, and discussion, students gain proficiency in dance by learning choreography for performance in various dance styles. Prerequisite: Audition.

DAN 480NA: Student Teaching: Elementary Dance **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites for A: One of the following combinations: 1) Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments.

DAN 480NB: Student Teaching: Secondary Dance **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, professional preparation, and curriculum development, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites: One of the following combinations: Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

Doctoral Business Administration (DBA)

DBA 805: Management Theory in a Global Economy **3 credits**

This course provides an overview of seminal management theories and their relevance, applicability, and/or divergence from current business practice. Students focus on understanding the application of management theories to support organizational sustainability in a global economy.

DBA 810: Contemporary Issues in Marketing **3 credits**

This course examines issues, emerging practices, and problems facing marketing executives, researchers, and decision makers. Topics include marketing philosophy and strategy, marketing research, consumer behavior, product development and brand management, pricing, promotion and integrated marketing communications, distribution and supply chain management, services marketing, and global marketing issues and models. Marketing ethics is an integrated topic throughout the curriculum. The course utilizes text, peer-reviewed research, and practitioner articles as a basis for discussion and presentation.

DBA 815: Economics for Business Decisions **3 credits**

This course provides the student with the skills and competencies needed to be able to apply microeconomic principles to the solution of business problems. Specifically, the course examines the four market structures focusing on competition and utilizes microeconomic theory to provide solutions to business problems.

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DBA 820: Emerging Issues in Financial Management **3 credits**

This course explores the theories and frameworks that drive financial decision making in organizations today. Students focus on issues facing administrators in the changing business environment.

DBA 825: Creating Sustainable Competitive Advantage **3 credits**

This course examines the evolution of strategic management theories and practices with a particular emphasis on competitive advantage rather than a comprehensive review of the literature relevant to strategic management. It focuses on ideas and perspectives that continue to shape thought, research, and practice in strategic management today, paying particular attention to resource-based, dynamic capabilities and competence-based perspectives.

DBA 830: Statistics for Business Research **3 credits**

This course provides an overview of preparing, analyzing, and interpreting data using statistical techniques. Topics include data preparation and statistics basics, as well as factor analysis, t-testing, ANOVA, and correlation and regression.

DBA 955: Dissertation I **3 credits**

One of the most essential aspects of bringing research findings to the scholarly community is mastering the discipline of approaching this task in an unbiased, benign manner. This course emphasizes the steps scholars must take in taking their findings and establishing a reporting mechanism that presents the outcomes of the research in a way that clearly articulates the fruits of the researcher's labors without distracting or misinforming the audience. This work is typically done in chapter 4 of a dissertation. Also included in this content is the organization of data sets and the application of tables, charts, and graphs.

DBA 960: Dissertation II **3 credits**

While chapter 4 focuses on the benign presentation of results, chapter 5 of the dissertation seeks to make sense of these findings in relationship to the overarching body of work that currently exists. Reflections include the synthesis of findings, comparing those findings to previous work done in the area; consideration of issues related to the research process used and the potential challenges and advantages of the approaches used; and thoughts on implications of these findings on the current body of work. In addition to this course content, students learn to present the opportunities for further research that might have emerged as a result of this work and the potential that lies ahead for others to follow. Prerequisite: DBA 955.

DBA 965: Dissertation III **3 credits**

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This includes the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles and preparing to present scholarly papers, as well as other publication venues. Prerequisite: DBA 960.

Digital Design (DDN)

DDN 100: Survey of the Visual Arts **4 credits**

This survey course introduces majors to theoretical foundations of the visual arts and cultures. Modes of cultural production are explored—including art, photography, film, and design—with focus on influential artists, critics, and theoreticians. Students begin to identify, form, and critically support their own visual interests and opinions in relation to the diverse and changing nature of contemporary culture.

DDN 105: Drawing for the Visual Arts **4 credits**

Drawing, sketching for clients, and preparing storyboards are essential skills in a visual world that communicates through pictures. This beginning drawing course teaches students about rendering spatial relationships, perspective, light, shadow, texture, and forms. This foundational course includes lectures, drawing, critiques, and discussions and does not require that students have an art background.

DDN 110: Design Fundamentals **4 credits**

This course is an introduction to the basic elements of design and processes of visual communication using graphic tools standard in the industry. The focus is on mastering pixel, vector, and layout tools to demonstrate two-dimensional graphics, images, symbols, color theory, typography, and composition.

DDN 205: Figure Drawing **4 credits**

This course teaches students the anatomy of figure drawing for animation and character modeling. Developed skill sets transfer to figure drawing of any organic being, whether human or animal. Class time consists of demonstrations, lectures, critiques, and drawing exercises using a variety of media and subject matter.

DDN 210: Designing with Type **4 credits**

This course explores fundamentals and traditions for creating, setting, and designing with type, as well as corporate design with an emphasis on typography and integration of vector designs and photography into promotional pieces. Students propose and create solutions for visual problems with type. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Prerequisite: DDN 110.

DDN 215: Digital Photography I **4 credits**

In this introductory digital photography course, students explore basic camera operation, digital capture, photographic principles, lighting, and visual design elements. Digital photo editing and compositing techniques are introduced and explored using digital darkroom software. Students are required to provide their own digital camera for this class. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student photography.

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DDN 220: 2D Animation Design **4 credits**

This course introduces the principles of animation, bringing objects to life using established principles of squash and stretch, key framing, and basic timing techniques. Vector-based design tools are used to create moving design. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork. Prerequisite: DDN 110.

DDN 230: Sculpture **4 credits**

This course introduces students to sculpture in various mediums, both traditional and nontraditional; provides practical and theoretical exploration of form, surface, mass, gravity, and structure; includes reading and writing assignments; and requires the creation and exhibition of student artwork.

DDN 300: Web Design I **4 credits**

In this course, students learn visual design for the Web, building structure and presentation. Web layouts and style, artistic quality and performance, and navigation and accessibility are explored in the development of Web sites using HTML and CSS. The focus of the course is to develop a core foundation in HTML and CSS before the evaluation of other Web development tools. Prerequisite: DDN 110 or instructor permission.

DDN 305: Drawing for Animation **4 credits**

Students develop perspective and layout techniques for creating depth illusion as applied to principles of 3D modeling and animation. This course emphasizes the study of story, size relationships, values, lines, vanishing points, lighting, path direction, camera placements, and composition. Students also explore drawing media. Prerequisite: DDN 105.

DDN 315: Digital Photography II **4 credits**

In this course, students shoot RAW and apply advanced photography techniques (e.g., corrections, masks, blends, filters and composites) to create visual art. Studio lighting and high dynamic range imaging are explored to create styles and various uses of photography. This course requires Web-based presentations, competitions, and the creation and exhibition of student artwork. Students must provide their own digital SLR camera for this class. Prerequisite: DDN 215.

DDN 330: 3D Modeling Design I **4 credits**

This course focuses on 3D modeling using a variety of media and processes. Students demonstrate three-dimensional concepts, theories, and application while creating products and package designs; photography and 3D model integration; game environment designs; and beginning character designs. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student artwork.

DDN 335: Web Applications **4 credits**

This course examines the use of the Web for e-commerce, social media, and information sharing. Information architecture, content management systems, and navigational structures are explored. In addition, Web analytic tools are studied to determine the effectiveness of Web site design, traffic, and data collection for business and marketing research. Various forms of Web media are optimized for delivery via the Web.

DDN 340[Δ]: History of Design **4 credits**

This writing-intensive course focuses on the history of visual arts, graphic design, and animation; genres of design; and the influence of artists, graphic artists, and animators through the ages. Emphasis is placed on the history of and current developments in the digital and information age.

DDN 350: Web Design II **4 credits**

This course focuses on intermediate Web design from concept development—including roughs and wireframes—to design comps and interactives. Students create sitemaps, flow diagrams, and basic user tests to help determine nomenclature, as well as wireframes that represent working models with page elements and functional specifications. Students learn to apply a variety of Web design tools for Web site production and usability, as well as to conduct accessibility testing. Prerequisite: DDN 300.

DDN 355: Content Management Systems **4 credits**

This course focuses on Web design for e-commerce; dynamic and user-generated content; backend design including database-driven sites, advanced HTML, XHTML, JavaScript for designers, and advanced CSS; and templates for reusable content. Prerequisite: DDN 350.

DDN 360: 3D Modeling Design II **4 credits**

This course is a study of the tools used to convert two-dimensional hand drawings, photos, and other references into three-dimensional elements. Students employ the terminology, tools, and topology of animation and game industries while modeling polygons, NURBS, and SubDs. Students explore texturing methods, camera setups, lighting techniques, and rendering options. This course includes reading, writing, and lab assignments and requires the creation and exhibition of student work. Prerequisite: DDN 330.

DDN 365: 3D Animation and the Mechanics of Motion **4 credits**

In this course, the principles of animation are explored in greater depth as they apply to 3D. Students learn about the production cycle of animation while planning models for future animation. Kinematics, rigging, and facial animation processes are explored as students demonstrate walk cycles, express emotions, and synchronize sound to animations. Students also create short animations and integrate basic sound and video compositing software. This course includes reading, writing, and lab assignments. Prerequisites: DDN 220 and DDN 330.

DDN 400: Business for the Design Professional **4 credits**

This course focuses on the essential business skills necessary for the design practice and professional. Business development, legal issues, project management, finances, human resources, and other management issues are explored as they relate to the design profession.

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DDN 410: 3D Short Film Production **4 credits**

This course explores the process of building a 3D short film as students are introduced to every aspect of the short-film production pipeline. From pre-production when the story and characters are developed to the final lighting, rendering, visual and sound effects, music, titles, and ending credits in post-production are completed, students prepare a production plan for their own animated 3D short film.

DDN 415: 3D Visual Effects and Lighting **4 credits**

In this course, students plan and visualize a special effects project by creating a shot-by-shot storyboard, building environmental sets and props, applying appropriate lighting and special effects, and rendering the solution. Sets are modeled with realistic texturing, lighting design, visual effects, and rendering solutions demonstrated.

DDN 420: Advanced Animation **4 credits**

This is a highly aesthetic and technical course in which students bring all design skills together, including pre-production, graphic design, modeling, animation, audio production, texturing, and rendering. Students must demonstrate composition, timing, and editing while producing a short, time-based project.

DDN 430: Programming for the Web I **4 credits**

This course is an introduction to Web programming, Web server technologies, HTTP/HTTPS servers, Web security, PHP and ASP.net, and Unix/Linux open-source-based applications.

DDN 440: Interactive Web Design **4 credits**

This course explores the use of interactive Web tools, rich Internet applications, and interactive Web games. The integration of music, sound, video, and animation is considered in design. Students use object-oriented scripting language and standard Web tools to create dynamic Web sites.

DDN 450: Programming for the Web II **4 credits**

This course focuses on advanced Web programming. Students work in a production environment resolving code issues, providing "work-arounds," and improving Web design. Prerequisite: DDN 430.

DDN 475: Advanced Design Practicum **4 credits**

In this advanced design course, students incorporate their personal style into the development of a portfolio. Professional design projects for a variety of campus and studio-based projects provide opportunities for students to fine-tune solutions for customer-driven, reality-based design problems. Students propose design solutions, practicing their communication and presentation skills while exploring career opportunities. The ethics of business practice is incorporated into studio projects. Prerequisite: This course is taken the final semester before graduation.

Digital Film and Production (DFP)

DFP 101: Introduction to Cinema: History and Aesthetics **4 credits**

This course covers multiple eras and movements throughout the age of film.

DFP 111: Digital Video Production I **4 credits**

This course introduces students to the technical and aesthetic aspects of small format digital production as well as the basic principles of motion picture production. Students learn the language of film/digital video and how its manipulation can express one's individual message or purpose.

DFP 113: Film Financing, Budgeting, and Distribution **4 credits**

This course is an intense overview of the entire process beyond the creation of a production. Students review film financing, contracting, budgeting, insurance, etc.

DFP 115: Acting for the Camera **4 credits**

This introductory course helps digital film production students to develop skills and gain experience in acting and directing for the camera. Students participate on both sides of the camera. Course sessions include lecture, practical exercises, and preparation for analyzing and blocking a scene and working on a set. Students screen selected film clips to evaluate performances, explore methods to prepare for an audition, discuss the actor/director relationship, and examine the professional requirements of relating to a crew.

DFP 223: Cinematography **4 credits**

This course will be an intensive exploration of the craft, technologies, and aesthetic principles of cinematography, lighting, and set design techniques. Lectures and in-class demonstrations cover video formats, cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement.

DFP 225: Nonlinear Editing **4 credits**

This course follows the general chronology of editing from capture and logging, through editing and effects, to final output of a finished program. The first half of the course is devoted entirely to a mastery of the editing software. The second half of the course is devoted to examining how and why editing is important. Different editing theories are explored, including montage, fast cut, long take, jump cut, and others. Lab fee required.

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DFP 227: Audio Production and Design **4 credits**

This course is an interactive exploration and implementation of audio production for cinema, including multimodal and theoretical approaches.

DFP 311: Cinema Directing **4 credits**

This course utilizes techniques of directing, sound editing, lighting, and advanced editing programs. Several practical and written exercises lead to a short digital production. Students spend time working with actors in front of the camera as well as composing shots to convey a story visually.

DFP 345: Entertainment Union and Guilds **4 credits**

Students learn the impact, use, and history of entertainment guilds and unions. The course also covers value, membership requirements, and alternative opportunities outside of the union system.

DFP 361: Music Video/Documentary Production **4 credits**

This course is a survey of music video and documentary productions. Students study, analyze, and implement techniques in both types of productions. Prerequisite: DFP 111.

DFP 451: Digital Production II **4 credits**

This course exposes students to every aspect of media production. Students also learn how to work well in a team environment and to adhere to deadlines, time constraints, and medium limitations. Prerequisite: DFP 111.

DFP 455: Advanced Digital Post-Production **4 credits**

This class is about developing students' understanding of the art of cinematic storytelling and montage and exposing them to the cueing, performing, and editing of Foley and Automated Dialogue Replacement. Students work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques. Prerequisite: DFP 225.

DFP 457[Δ]: Screenwriting II **4 credits**

Students in this writing-intensive course study, analyze, and implement advanced techniques in creating cinema screenplays. This course emphasizes the use of traditional storytelling and classic mythology, and how these devices apply to contemporary screenplays. Prerequisite: COM 221.

DFP 463: Adapting Media to Screenplays **4 credits**

Students learn to adapt various forms of media to screenplays. Prerequisite: DFP 457.

DFP 470: Screenwriting Capstone **4 credits**

Students participate in individually writing a full-length feature film. They also explore all aspects of structure, character, settings, theme, obstacle, and expressive writing storytelling. Prerequisites: DFP 457 and DFP 463.

DFP 480: Digital Production Practicum **4 credits**

This practicum provides students with the foundation and practice in digital production. Students learn how to use different media forms to express creativity and ideas. The course goal is to teach students to analyze a script by identifying character objectives, through-lines, key facts, circumstances, and emotional events while transferring that to an on-set production experience. The course focuses on the process and completion of a short production piece. Prerequisite: DFP 451.

Design Studio (DGN)

DGN 210: Introduction to 3D Animation **4 credits**

This is an introductory course exploring 3D computer graphics using industry standard Maya software. Students research the history of computer graphics and the different media formats where 3D characters, objects, and sets are used. Students are introduced to the entire production pipeline of 3D animation, including modeling, texturing, rigging, lighting, and rendering. Coursework is a combination of lecture, critique, and lab work. Maya software is required for the online course.

DGN 220: Graphic Design I **4 credits**

This is an introductory course in the study of the primary elements and principles of design, type, and imagery, and their application to graphic design problems. The course includes the development of logos, type, poster, and book design using page layout. Coursework is a combination of lecture and lab work. Students complete work both by hand and with technology. Adobe Creative Suite (Photoshop, Illustrator, and InDesign) or equivalent is required for the online course.

DGN 230: Web Design **4 credits**

This course focuses on the development of students' ability to plan a Web site and develop multiple design solutions for the needs of this media. Students learn the technical and aesthetic skills necessary for basic site creation and maintenance. Students critique other sites for design appeal, efficiency, and ease of use. Emphasis is placed on the student's ability to keep themselves current with the tools as they change over time. Adobe Dreamweaver and Photoshop (or equivalents) are required for the online course.

Dissertation (DIS)

DIS 955: Dissertation I **3 credits**

This course provides learners with individualized support in their dissertation journey. Learners work directly with their dissertation chair and committee members to continue their research endeavors as aligned with their individual progress plan. Prerequisite: RES 871 or RES 885.

DIS 960: Dissertation II **3 credits**

This course continues to provide learners with individualized support in their dissertation journey. Learners work directly with their dissertation chair and committee members to continue their research endeavors as aligned with their individual progress plan. Prerequisite: DIS 955.

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DIS 965: Dissertation III **3 credits**

This course continues to provide learners with individualized support in their dissertation journey. Learners work directly with their dissertation chair and committee members to continue their research endeavors as aligned with their individual progress plan. Prerequisite: DIS 960.

DIS 966: Research Continuation I **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS 965.

DIS 967: Research Continuation II **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS 966.

DIS 968: Research Continuation III **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS 967.

DIS 969: Research Continuation IV **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS 968.

DIS 970: Research Continuation V **3 credits**

This course emphasizes the finalization of the dissertation and provides learners with individualized support for completing their dissertation journey. Learners continue to work directly with their dissertation chair and committee members based on their individual progress plan for completing their dissertation. Prerequisite: DIS 969.

DIS 975: Dissertation Research Continuation **0 credits**

This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This includes an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: DIS 970.

Early Childhood Education (ECH)

ECH 125: Foundations of Early Childhood **4 credits**

This course focuses on the fundamental basis of the field of early childhood education, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood settings. Professional preparation requirements and professional development opportunities for early childhood educators will be explored. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 130: Educational Psychology in Early Childhood **4 credits**

This course focuses on theories of learning and motivation, including young children's physical, cognitive, and social-cultural development from Birth to Age 5/Pre-K and K to Age 8/Grade 3. Students apply the theories to the early childhood classroom and examine their contemporary usefulness in supporting children's academic achievement and emotional development through the early childhood years. No practicum/field experience required. No Fingerprint Clearance required.

ECH 135: Child Guidance, Management, and the Environment **4 credits**

This course focuses on analyzing theories of child development as they relate to positive classroom environments and classroom management approaches, including the framework for the Guidance Approach. Research is utilized to investigate the social, cultural, and familial contexts that influence learning and development. The Birth to Age 5/Pre-K and K to Age 8/Grade 3 populations are addressed. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 140: Technology in the Early Childhood Classroom **4 credits**

This course provides future teachers the opportunity to examine and use technology in the 21st century for Birth to Age 5/Pre-K and K to Age 8/Grade 3 classrooms. Students develop a classroom technology plan designed to enhance and shape their teaching skills and knowledge to better utilize emerging technology. No practicum/field experience required. No Fingerprint Clearance required.

ECH 220: Characteristics and Quality Practices for Typical and Atypical Behaviors of Young Children **4 credits**

This course explores characteristics and quality practices for typical and atypical behaviors of young children. Differentiated instruction and evaluation measures are examined in relation to meeting the needs of all learners in Birth to Age 5/Pre-K and K to Age 8/Grade 3 classrooms. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

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ECH 225: Introduction to the Exceptional Learner 4 credits

This course explores characteristics and quality practices for typical and atypical behaviors of young children. Differentiated instruction and evaluation measures will be examined in relation to meeting the needs of all learners. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 235: Child Growth and Development: Health, Safety, Nutrition, and Fitness 4 credits

This course explores child growth and development—including physical, cognitive, and social-emotional development with an emphasis on health, safety, nutrition, and fitness—by examining the theories and domains associated with early childhood growth. Child, family, cultural, and community relationships are also investigated. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 325: Child, Family, Community, and Culture 4 credits

This course covers historical foundations, theories, and models of child development for the Birth to Age 5/Pre-K and K to Age 8/Grade 3 populations that specifically address diversity, multicultural assimilations, and human change. No practicum/field experience required. No Fingerprint Clearance required.

ECH 335: Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts 4 credits

This course examines instructional methodologies for teaching young children, with a specific emphasis on language, math, science, social studies, and the arts. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 340: Developmentally Appropriate Instructional Methodologies for Teaching: Language Arts 4 credits

This course examines instructional methodologies for teaching children Birth to Age 5/Pre-K and K to Age 8/Grade 3 with emphasis on literacy development and instruction. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

ECH 345: Developmentally Appropriate Instructional Methodologies for Teaching: Math 4 credits

This course examines instructional methodologies for teaching children Birth to Age 5/Pre-K and K to Age 8/Grade 3 with emphasis on math development and instruction. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

ECH 350: Developmentally Appropriate Instructional Methodologies for Teaching: Science 4 credits

This course examines instructional methodologies for teaching children Birth to Age 5/Pre-K and K to Age 8/Grade 3 with emphasis on science concepts. Practicum/field experience hours: 5. Prerequisite: Fingerprint Clearance.

ECH 355: Developmentally Appropriate Instructional Methodologies for Teaching: Social Studies 4 credits

This course examines instructional methodologies for teaching children Birth to Age 5/Pre-K and K to Age 8/Grade 3 with emphasis on science concepts. Practicum/field experience hours: 5. Prerequisite: Fingerprint Clearance.

ECH 360: Developmentally Appropriate Instructional Methodologies for Teaching: Arts 4 credits

This course examines instructional methodologies for teaching children Birth to Age 5/Pre-K and K to Age 8/Grade 3 with emphasis on the arts. Practicum/field experience hours: 5. Prerequisite: Fingerprint Clearance.

ECH 425: Early Literacy Development 4 credits

This course looks at research in language and literacy development, with an emphasis on effective instructional strategies (such as phonemic awareness and decoding) in Birth to Age 5/Pre-K and K to Age 8/Grade 3. NAEYC Standards 1-5 are the focus of study. No practicum/field experience required. No Fingerprint Clearance required.

ECH 430: Early Childhood Literature 4 credits

This course is a study of literature written for children Birth to Age 5/Pre-K and K to Age 8/Grade 3. There is an emphasis on the different genres, examining each one's characteristics and contexts for use. Relevant teaching strategies and learning activities pertaining to each genre are also explored. Other topics covered in this course include criteria for evaluating, analyzing, and selecting children's literature, the integration of literature across the curriculum, and the involvement of families. No practicum/field experience required. No Fingerprint Clearance required.

ECH 435: Developmental and Functional Assessment: Birth to Age 8 4 credits

This course provides the learner with a robust view of assessment, evaluation, and testing. The processes of assessing, monitoring, and reporting the progress of young children are investigated. Areas of focus include the history and challenges of testing and the role of technology in assessment. No Fingerprint Clearance necessary.

ECH 440: Assessing, Monitoring, and Reporting Progress of Young Children 4 credits

This course provides the learner with a robust view of assessment, evaluation, and testing for Birth to Age 5/Pre-K and K to Age 8/Grade 3. The processes of assessing, monitoring, and reporting the progress of young children's performance are investigated as well as educated projections of how students are proceeding based on age/grade level standards. Areas of focus include the history and challenges of testing and the role of technology in assessment. No practicum/field experience required. No Fingerprint Clearance required.

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ECH 480: Student Teaching: Birth to Pre-School 6 credits

This course is the first of two 8-week sessions of student teaching experience in a classroom. The teacher candidate is assigned to an approved school with a certified cooperating teacher, a faculty supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a birth to pre-school classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH 482: Student Teaching: Birth to Age 5/Pre-K 4 credits

This course is the first of two 8-week sessions of student teaching experience in a classroom. The teacher candidate is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). In this session, teacher candidates are required to complete their internship experiences in a Birth to Age 5/Pre-K classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in the program of study and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I (Basic Skills) and Praxis II (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH 485: Student Teaching: K-3 6 credits

This course is the second of two 8-week sessions of the student teaching experience in a classroom. The student teacher is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a Grand Canyon University course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a K-3 classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH 486: Student Teaching: K to Age 8/Grade 3 4 credits

This course is the second of two 8-week sessions of the student teaching experience in a classroom. The teacher candidate is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a student teaching course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). In this session, teacher candidates are required to complete their internship experiences in a K to Age 8/Grade 3 classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in the program of study and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I (Basic Skills) and Praxis II (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH 510: Child, Family, Community, and Culture 4 credits

This course covers historical foundations, theories, and models of child development that specifically address diversity, multicultural assimilations, and human change. No Fingerprint Clearance necessary.

ECH 515: Early Literacy Development 4 credits

This course reviews research in language and literacy development with an emphasis on effective strategies (such as phonemic awareness and decoding) in ages Birth-PK and K-3. NAEYC Standards 1-5 will be the focus of study. No practicum/field experience required. No Fingerprint Clearance necessary.

ECH 520: Foundations of Early Childhood 4 credits

This course investigates the fundamental basis of the early childhood field, Birth-PK and K-3, including historical and philosophical foundations, current practices, ethics, models of teaching, and application in early childhood settings. Professional preparation requirements and professional development opportunities for early childhood educators will be explored. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 525: Child Guidance, Management, and the Environment 4 credits

This course focuses on analyzing theories of child development, Birth-PK and K-3, the components of positive classroom environments, and classroom management programs, including the framework for the Guidance Approach. Research will be utilized to investigate the social, cultural and familial contexts which influence learning and development. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 530: Introduction to the Exceptional Learner 4 credits

This course explores characteristics and quality practices for typical and atypical behaviors of young children in the Birth-PK

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and K-3 populations. Differentiated instruction and evaluation measures will be examined in relation to meeting the needs of all learners. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 535: Child Growth and Development: Health, Safety, Nutrition, and Fitness **4 credits**

This course explores child growth and development including health, safety, nutrition and fitness by examining the theories and domains associated with early childhood growth. Both Birth-PK and K-3 populations will be addressed. Child, family, cultural and community relationships are also investigated. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 635: Developmental and Functional Assessment: Birth to Age 8 **4 credits**

This course leads the teacher through the process of assessing, monitoring, and reporting the progress of young children.

ECH 640: Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts **4 credits**

This course examines instructional methodologies for teaching young children, Birth-PK and K-3, with a specific emphasis on language, math, science, social studies, and the arts. Lesson plan models and national/state standards will be reviewed. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

ECH 680: Student Teaching: Birth to Pre-School **6 credits**

This course is the first of two 8-week sessions of student teaching experience in a classroom. The student teacher is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a Grand Canyon University course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a birth to pre-school classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH 685: Student Teaching: K-3 **6 credits**

This course is the second of two 8-week sessions of the student teaching experience in a classroom. The student teacher is assigned to an approved school with a certified cooperating teacher, a university supervisor, and a Grand Canyon University course instructor. The course includes practical classroom experiences, research and analysis, and teaching duties that will support the compilation and creation of a Teacher Work Sample (TWS). The teacher candidates are required to complete their internship experiences in a K-3 classroom. Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

ECH 5515: Early Literacy Development **3 credits**

This course addresses early language development and teaching strategies, supporting literacy development for those working with students from birth to age 8. The stages of oral and emergent language are addressed through language and literacy development. Application of phonemic and alphabetic principle skills are addressed through hands-on assignments. The course allows the learner to bring this together to demonstrate how an effective literacy environment can be developed.

ECH 5520: Foundations of Early Childhood **3 credits**

This course covers the foundations of the early childhood field, including research on how children learn, laws and policies governing the field, current practices, and application in early childhood settings.

ECH 5640: Instructional Teaching Methodologies: Language, Math, Social Studies, Science, and the Arts **3 credits**

This course examines instructional methodologies for teaching young children with a specific emphasis on language, math, science, social studies, and the arts. The course supports educators in designing developmentally appropriate lessons that integrate multiple standards and subject areas.

Economics (ECN)

ECN 220: Introduction to Economics **4 credits**

The course covers microeconomic topics, macroeconomic topics, and international economics topics. Microeconomic topics include the nature and method of economics, supply and demand, utility, and supply and demand elasticities. Macroeconomic topics include the measurement of national output, factors that impact output, other means of measuring national wealth and economic well-being, unemployment, inflation, GDP accounting, and business cycles. While the focus of this course is primarily on the U.S. economy, some comparative economic analysis will be covered. In addition, select topics related to international trade and finance are introduced.

ECN 360: Intermediate Economics **4 credits**

This course focuses on microeconomic principles and techniques of analysis from the perspective of the firm and the study of the national economy. Topics include the costs of production, market structures, profit maximization, regulation and deregulation of business, labor markets, GDP and measures of economic well-being, national income accounting, the effects of business cycles,

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an overview of fiscal, monetary and supply side policies, and role of money, banks, and the Federal Reserve System in the United States. Prerequisite: ECN 220.

ECN 450: International Trade and Finance **4 credits**

This course provides a study of interrelationships between the international monetary environment and financial planning for corporations with overseas operations. The topics covered include the international monetary system, the foreign exchange market, managing exchange exposure, political risk management, import/export financing, and international performance evaluation. Prerequisites: FIN 350 and ECN 360.

ECN 601: Economics **4 credits**

The first half of this course covers those aspects of economics that are particularly applicable to business decision making. Topics include demand and cost estimation, production decisions, pricing, analysis at competitive market structures, and antitrust. The second half of this course focuses on the world economy and the global environment within which business must operate. Topics include currency markets and exchange rates, balance of payments accounts, international monetary regimes, and international banking.

ECN 630: Growth Strategy Through Merger and Acquisition **4 credits**

This course examines the opportunities and challenges inherent in mergers, acquisitions, partnerships, and other types of strategic alliances. There is a focus on financial viability and integration issues involved in merger and acquisition activities. Students learn to critically analyze costs, risks, and potential gains of such growth strategies. Organic growth strategies are presented along with a framework for determining when and where to pursue organic versus external growth options. Predatory versus collaborative growth strategies are also examined.

ECN 634: Managerial Economics **3 credits**

This course examines the application of economic analysis to real-world business problems. The first half of this course covers those aspects of economics that are particularly applicable to business decision making. Topics include demand and cost estimation, production decisions, pricing, analysis of competitive market structures, and antitrust. The second half of this course focuses on the world economy and the global environment within which business must operate. Topics include currency markets and exchange rates, balance of payments accounts, international monetary regimes, and international banking.

ECN 638: Growth Strategies **3 credits**

This course examines the opportunities and challenges inherent in mergers, acquisitions, partnerships, and other types of strategic alliances. There is a focus on financial viability and integration issues involved in merger and acquisition activities. Students learn to critically analyze costs, risks, and potential gains of such growth strategies. Organic growth strategies will be presented along with a framework for determining when and where to pursue organic versus external growth options. Predatory versus collaborative growth strategies are also examined.

Education Administration (EDA)

EDA 534: Educational Administration Foundation and Framework **4 credits**

This course orients students to the program, the field, and the six Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio. This course does not require embedded field experience/practicum hours.

EDA 535: Public School Finance **4 credits**

Upon completion of this course, students possess knowledge and understanding of the application of school finance topics related to education at the federal, state, and local levels. The students explore basic administrative theories, processes, and techniques, as well as discuss the major challenges facing them in the daily operation of local schools. In addition, students gain an understanding for the application of financial, organizational, and implementation challenges of integrating technology into the educational community. This course focuses on ISLLC Standards 3 and 6, and requires 15 embedded field experience/practicum hours. Prerequisite: EDA 577.

EDA 551: Supervision and Instructional Leadership **4 credits**

Because of the pervasive nature of supervision and instructional leadership, this course approaches the topic within several arenas of the educational environment. Upon completion of this course, students possess knowledge and understanding for the application of the models and theories of supervision and instructional leadership, the interpersonal and technical skills needed for supervision, and the tasks and functions of the supervisor. In addition, students possess an understanding for the application of financial, organizational, and implementation challenges of integrating technology into the educational community, as well as leadership strategies to integrate technology into the educational community. This course focuses primarily on ISLLC Standard 2 and requires 15 embedded field experience/practicum hours. Prerequisite: EDA 577.

EDA 555: Legal Issues in Education **4 credits**

The 21st century school is a complex, ever-changing environment that poses a myriad of challenges to school leadership on a daily basis. This course explores important critical issues currently facing school principals and discusses possible strategies for meeting those issues. Upon completion of this course, educational leaders are able to apply the federal and state laws that govern the operation and conduct of their organization, so that they can achieve their vision and mission without treading upon the constitutional rights and personal freedoms of students and staff. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard 6 and requires 15 embedded field experience/practicum hours. Prerequisite: EDA 577.

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EDA 561: Curriculum Development for School Improvement **4 credits**

Upon completion of this course, educational leaders possess the skills to examine existing curriculum for gaps, strengths, and weaknesses. They also understand the variety of components necessary to build a rigorous curriculum that is also flexible enough to adapt to a constantly changing world and can withstand personal and community bias. The essential elements of curriculum development for school—including improvement by examining goals, beliefs, and current outcomes—are also examined and discussed. In addition, students explore leadership strategies designed to integrate technology into both teaching and learning. This course responds to the Interstate Leaders Licensure Consortium (ISLLC) Standard 2 and requires 20 embedded field experience/practicum hours. Prerequisite: EDA 577.

EDA 575: Educational Leadership in a Changing World **4 credits**

This course provides a new paradigm for the school leader. Students examine the fundamental concepts of organizational theories and leadership models on a macro level and relate those theories and models to the educational enterprises. Upon completion of this course, educational leaders possess an understanding of the complexity of being a school leader, with experiences ranging from the development of a vision for systemic change to the demonstration of practical skills that work to ensure smooth day-to-day operations of a school. This course is primarily germane to the Interstate School Leaders Licensure Consortium (ISLLC) Standards 1 and 3. This course does not require embedded field experience/practicum hours. Prerequisite: EDA 534.

EDA 577: Data-Driven Decisions for School Improvement **4 credits**

This course provides participants with a wide range of strategies to facilitate the process of school improvement through evidence-based inquiry. Students utilize systematic processes to describe the existing environment and areas of weaknesses in order to facilitate and promote continuous and sustainable school improvement through innovation and change. This course focuses primarily on ISLLC Standards 1 and 3, and requires 15 embedded field experience/practicum hours. Prerequisites: EDA 534 and EDA 575.

EDA 585: The Principalship **4 credits**

The job of a principal in today's PK-12 environment is both complex and demanding. It requires that a person be skilled in the recruitment, selection, orientation, development, compensation, and evaluation of a highly qualified staff, while also seeing to the leadership and management of the educational organization. This course will explore important critical issues currently facing school principals, including the challenge of attracting and retaining a quality work force in education, while also meeting the myriad of district and state policies and laws. This course focuses on all six of the Interstate School Leaders Licensure Consortium (ISLLC) standards and requires 20 embedded field experience/practicum hours. Prerequisites: EDA 534, EDA 575, EDA 577, EDA 555, EDA 535, EDA 551, and EDA 561.

EDA 586A: Internship in Educational Administration I **4 credits**

This is the first part of a supervised, clinical, 16-week internship that encourages a cooperative arrangement among the key stakeholders. Upon completion, students possess an understanding of the complexity of being leaders, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. All six ISLLC standards are reviewed. The two parts of this internship require a total of 270 internship hours, split between the A and B sections of the course.

EDA 586B: Internship in Educational Administration II **4 credits**

This is the second part of a supervised, clinical, 16-week internship that encourages a cooperative arrangement among the key stakeholders. Upon completion, students possess an understanding of the complexity of being leaders, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. All six ISLLC standards are reviewed. The two parts of this internship require a total of 270 internship hours, split between the A and B sections of the course.

EDA 805: Effective Schools Research **3 credits**

The aim of this course is to assure that students know and understand the philosophy, core beliefs and values, and findings of the effective school beginning in the late 1960s to the present. In addition, the students will explore the effective schools research, focusing on the correlates of effective schools as they have evolved over the years. Students will learn how this large and growing body of research has come to serve as the foundational work for most of the current models for school improvement as well as most state standards and accountability programs.

EDA 810: Case Studies of Effective Schools **3 credits**

Students will conduct critical reviews of various case studies of individual schools and school districts that have used the effective schools philosophy and research findings as their framework for school improvement. The course will provide students with the opportunity to examine the research and practice implications of the effective schools research in the context of different school and district types (elementary, middle, secondary, rural, and urban). Prerequisite: EDA 805.

EDA 815: Leadership for Continuous School Improvement **3 credits**

Educational leaders explore a proven theory of action that will give them the knowledge and skills needed to initiate and sustain a continuous school improvement effort based on the effective schools framework. The course will present and illustrate the steps and stages necessary to design and deploy a process of continuous school improvement that is research-based and data-driven. The

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tools needed to support this theory of action will be provided and discussed. Prerequisite: EDA 810.

EDA 820: Leadership and Sustainable Educational Change **3 credits**

Schools exist within a nested system that includes the school district and the state in which it resides. The course will focus primarily on the traditional central office roles and functions as well as school board policies that must change in order to support ongoing and continuous school improvement at the individual school level. This course will consider the various change forces that schools and districts are currently confronting. Prerequisite: EDA 815.

EDA 820: Leadership and Sustainable Educational Change **3 credits**

Schools exist within a nested system that includes the school district and the state in which it resides. The course will focus primarily on the traditional central office roles and functions as well as school board policies that must change in order to support ongoing and continuous school improvement at the individual school level. This course will consider the various change forces that schools and districts are currently confronting. Prerequisite: EDA 815.

EDA 5330: School Finance **3 credits**

Upon completion of this course, students possess knowledge and understanding of the application of school finance related to education. Students explore taxation and local sources of revenue, basic budget designs, processes, and techniques, as well as discuss the major challenges in the daily operation of local schools.

EDA 5510: Supervision and Instructional Leadership 3 credits

This course approaches the topic within several arenas of the educational environment. Upon completion of this course, students possess knowledge and understanding for the application of the models and theories of supervision and instructional leadership, supervision for instructional improvement and development, and developmental supervision.

EDA 5770: Data-Driven Decisions for School Improvement **3 credits**

This course provides participants with a wide range of strategies to facilitate the process of school improvement through evidence-based inquiry. Students utilize systematic processes to: find and analyze data while developing a school improvement plan.

Instructional Leadership (EDL)

EDL 805: Training and Collaboration for Learning **3 credits**

Clearly, instructional leadership today is driven to a great extent by the capacity to lead teaming and collaboration. This course will explore the leadership required to support teaming at all levels. For example, horizontal teams are required in schools today in order to be thoughtful about the instructional leadership decisions that must be made on a consistent basis. This requires strategic grade-level collaboration that helps to ensure horizontal alignment of the curriculum and consistency in instructional practice. Furthermore, vertical collaboration includes teachers and administrators from different levels—perhaps from central office, etc.—all working together toward instituting a more comprehensive implementation of the instructional plan. This exploration will include an examination of Professional Learning Communities and the mechanisms used to make this reform model successful.

EDL 807: History and Politics of K-12 Education **3 credits**

This course provides a broad, global overview of the history and politics of K-12 education and examines the political landscape and ethics surrounding K-12 education. A brief overview of governmental interventions is also presented. Prerequisite: RES 850.

EDL 810: Staff Development and Deep Organizational Learning **3 credits**

Leaders today must be comprehensively cognizant of the steps they can take to lead deep organizational learning. Specifically, the evolution of brain research, adult learning theory, and the exploration of contemporary conventions on leading learning organizations have given us new insights into the tools we need to help adult learners make their learning organization as thoughtful and forward-thinking as possible. This course will, therefore, explore contemporary leadership strategies associated with adult learning theory and talk about the steps leaders can take to ensure that their school is leading the learning in the most effective way possible.

EDL 812: Governance and Structures in K-12 Education **3 credits**

This course examines internal and external governance and structures in K-12 education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks. Prerequisite: RES 850.

EDL 815: Systematic Structures for Innovation and Change **3 credits**

This course will specifically examine the change process from a systemic standpoint. Clearly, there are a number of sources for innovation, change, and growth in any school. Included in this exploration will be topics related to teacher leadership, the use of collaboration in Professional Learning Communities, and the connection between district-level strategic planning processes and the steps schools can take to lead innovation and change from the building level. Examining the points wherein these systems connect and ultimately emerge represents a major focal point of the course.

EDL 817: Building a K-12 Community **3 credits**

This course examines relations with K-12 education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff

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professional development, alumni relations, and the building of a learning community. Prerequisite: RES 861.

EDL 820: The Systematic Use of Data for Innovation and Change **3 credits**

Data today clearly drives how we think about school improvement and change. The strategic and appropriate use of data allows us to be much more thoughtful about where we have been, our current levels of progress, and the steps we should take moving forward to continue to influence these most essential results. This course will focus on the leader's role in identifying the appropriate data sets and the mechanisms that can be put into place to consistently evaluate data streams and be thoughtful about their exploration and deep-level analysis.

EDL 822: Trends and Issues in K-12 Education **3 credits**

This course examines the current and emerging leadership strategies and classroom practices in K-12 education. Topics are placed in the context of improved student outcomes. Prerequisite: RES 861.

EDL 825: Prevention and Intervention Strategies **3 credits**

Throughout the instructional leadership program, learners will examine the steps leaders can take to be thoughtful about their instructional planning processes and the influencers on that process. This course focuses on what leaders must do when they identify learning challenges in the system and the steps they must take from an instructional planning standpoint to both prevent learning failure and, at times, intervene in response to failure that is happening within the delivery of the instructional plan. This is an often neglected step in the instructional process, in that schools may develop change initiatives without being thoughtful as to what they will do when a cadre of students are not successful in the process. Preventing learning failure and intervening when those failures emerge is an essential aspect of instructional leadership and will be explored in this course.

EDL 827: Strategic Planning in K-12 Education **3 credits**

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in K-12 education. Professional and facilities development is addressed in the context of K-12 education master planning.

Education (EDU)

EDU 210: Foundations of Education **4 credits**

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. A brief survey of the philosophical, historical, and sociological influences upon which educational theories and practices are constructed is presented. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU 213: Educational Psychology **4 credits**

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU 215[Δ]: Education Foundations and Framework **4 credits**

This writing-intensive course provides a study of the historical, philosophical, and sociological influences that have shaped American education; the issues faced by educators today; and the challenges of the future that await people now entering the teaching profession. No Fingerprint Clearance necessary.

EDU 225: Instructional Technology **4 credits**

This course provides future teachers the opportunity to examine the use of technology in the 21st century classroom. In addition to studying and utilizing a variety of technologies, such as computer software and hardware, students develop a personal technology philosophy and classroom technology plan designed to enhance and shape their teaching skills and knowledge to better utilize emerging technology. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU 230: Cultural Diversity in the Classroom **4 credits**

This course examines the relationship of cultural values to the formation of self-concept and learning styles. The roles of prejudice, stereotyping, and cultural incompatibilities in education are also evaluated. No practicum/field experience required. No Fingerprint Clearance necessary.

EDU 273N: Children's Literature (Retired) **3 credits**

All types of children's literature from outstanding authors are surveyed through synopses and actual reading of children's books to acquaint the student with the best stories and poems for use with children. Methods of using these types of literature and the techniques of storytelling are also studied.

EDU 310: Exploring Education as a Profession **4 credits**

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field. No Fingerprint Clearance necessary.

EDU 313N: Educational Psychology **3 credits**

This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. Prerequisite: No Fingerprint Clearance required.

EDU 450: Classroom Engagement and Management **4 credits**

This course is designed to allow prospective teachers the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major

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emphasis is given to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space. No practicum/field experience required. No Fingerprint Clearance necessary. Prerequisites: EDU 230 and one of the following: 1) EDU 215; or 2) EDU 210.

EDU 460N: Dynamics of Data-Driven Pedagogy 3 credits

This course will provide participants with a wide range of assessment strategies based on instructional outcomes. Emphasis will be given to alignment of educational objectives to standards and building both formative and summative assessments including rubrics to analyze student learning. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Participants will develop and implement their own authentic assessments and evaluate results. Practicum hours – 15. Prerequisites: SED 420N, SED 430N, Fingerprint Clearance.

EDU 536: Classroom Engagement and Management 4 credits

This course is designed to allow the prospective teacher the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space.

EDU 576: Philosophical and Social Issues in Education 4 credits

This course is designed to provide an overview of the education profession for students who are inspired to be teachers. A brief survey of the philosophical, historical, and sociological influences upon which educational theories and practices are constructed is presented. Students explore a variety of the common issues, trends, and opportunities that professional educators face in the field.

EDU 805: History and Politics of Higher Education 3 credits

This course provides a broad, global overview of the history and politics of higher education and examines the political landscape and ethics surrounding higher education. A brief overview of governmental interventions is also presented. Prerequisite: RES 811 or RES 850.

EDU 810: Funding and Budgetary Challenges in Higher Education 3 credits

This course examines the complex world of funding in higher education. Higher education leaders in private and public institutions must be able to strategically evaluate funding and budgetary challenges and be able to establish systemic responses to the ongoing challenge of comprehensively supporting the needs of the organization. Funding sources in higher education today include Federal Title grants, income from tuition, and the support of alumni groups and various benefactors, just to name a few. Acknowledging the management of these funding resources in relationship to annual budget goals, while simultaneously being faithful to organizational values and beliefs, are the challenges this course will explore.

EDU 812: Governance and Structures in Higher Education 3 credits

This course examines the internal and external governance and structures in higher education. The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks. Prerequisite: RES 850.

EDU 815: Curriculum Leadership and Development in Higher Education 3 credits

Clearly, higher education leadership is defined to a great extent by the influence on the academic programming. Being cognizant of those factors that influence the instructional program is essential in this process, and this course examines how leaders think about these challenges and the steps they must take to consistently and strategically lead state-of-the-art teaching and learning experiences for the higher education students the leader serves. Consideration for national curriculum standards, labor needs, and other demographic issues that influence this process will also be explored.

EDU 817: Building a Community of Scholars in Higher Education 3 credits

This course examines relations with higher education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of a scholarly community. Prerequisite: RES 861.

EDU 820: Supervision and Staff Development in Higher Education 3 credits

This course examines the responsibilities a higher education leader has in supervising and developing the staff connected with the work associated with higher education. Supervision is a process that is made increasingly complex by the legal parameters associated with human resources and the steps that are required in order to provide appropriate levels of feedback throughout the supervisory process. The research has made it clear that staff development is an extremely essential aspect to helping an employee be successful on the job, and this course will explore the leader's role in creating a systemic response to the need to develop the talents and skills of those working in institutions of higher education.

EDU 822: Fiscal Management in Higher Education 3 credits

This course examines budgeting, fundraising, fiscal planning, and capital asset management in the higher education setting. Leadership skills for fiscal management and fiscal integrity are addressed. Prerequisite: RES 861.

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EDU 825: Facilities Management and Continuous Renewal **3 credits**

Leaders in higher education must be cognizant of the facility needs that are germane to the work of the institutions they serve. Those facility needs could include the management of the virtual networking hardware and software applications that are the lifeblood of the organization. Leaders must also consider various space options in which to conduct their business, including the maintenance of a campus learning environment and/or consideration of other satellite learning spaces. This course will comprehensively evaluate these challenges and examine the steps a higher education leader must consider in order to thoughtfully meet the needs of the learners and to plan strategically for future programming and administrative applications.

EDU 827: Strategic Planning in Higher Education **3 credits**

This course addresses the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for long-range strategic planning in higher education. Professional and facilities development is addressed in the context of higher education master planning.

EDU 5000: Classroom Management **3 credits**

This course allows the learner to apply effective classroom management strategies, to analyze current trends for well-managed classrooms, and to foster a positive classroom environment appropriate to students' developmental levels.

Elementary Education (EED)

EED 323N: Curriculum and Methods: Science **3 credits**

This course is designed to acquaint the elementary teacher with the curriculum and effective techniques for the teaching of science. The student is involved in planning instruction, employing science programs that are currently being used in the public schools, and using instructional models. This course includes laboratory experiences. Practicum hours – 15. Prerequisite: Fingerprint Clearance.

EED 364: Curriculum, Methods, and Assessment: Science and Mathematics **4 credits**

This course is designed to acquaint elementary teachers with the curriculum, theory, and effective techniques for the teaching and assessment of science and mathematics. Students are involved in formulation of programs, planning instruction, employing science and mathematics resources and materials that are currently being used in the public schools, and using instructional models. This course includes laboratory experiences. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, an undergraduate science course, and one of the following combinations: 1) EDU 215 and EDU 313N; or 2) EDU 210 and EDU 213.

EED 403N: Curriculum and Methods: Mathematics (Retired) **3 credits**

The student is involved in the formulation of programs for the individual child to teach the theory and practice of elementary mathematics. Utilization of games in the classroom, manipulative materials, and mathematics curriculum in the elementary school are examined. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance, EDU 303N, and EDU 313N.

EED 465: Curriculum, Methods, and Assessment: Social Studies **4 credits**

This course is designed to assist elementary teachers with methods of instruction, unit and daily lesson plan construction, use of literary materials and resources, and developing a coherent, assessment-based, data-driven program fostering social studies in the classroom. Laboratory experiences include multicultural classrooms. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, an undergraduate history course, and one of the following combinations: 1) EDU 215 and EDU 313N; or 2) EDU 210 and EDU 213.

EED 470: Curriculum, Methods, and Assessment: Literacy and Language Arts K-3 **4 credits**

This course includes a wide range of literacy and assessment strategies based on instructional outcomes. Course content is strategically planned to enable participants to make informed decisions based on data in literacy and language instruction. This course includes reading diagnostics, assessments, and strategies implemented with a single elementary student in a site-based reading lab. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and one of the following: 1) EDU 215; or 2) EDU 210.

EED 475: Curriculum, Methods, and Assessment: Literacy and Language Arts 4-8 **4 credits**

This course is designed to develop a coherent, assessment-based, data-driven program fostering literacy in the classroom. Course content is strategically planned to enable participants to make informed decisions based on assessment data in literacy and language instruction. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning and delivery of lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and one of the following: 1) EDU 215; or 2) EDU 210.

EED 480NA: Student Teaching: Elementary Session A **6 credits**

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

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EED 480NB: Student Teaching: Elementary Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: EED 480NA.

EED 510: Curriculum, Assessment, and Methods: Science and Mathematics **4 credits**

This course is designed to acquaint elementary teachers with curriculum and effective techniques for the teaching of science and mathematics. Students are involved in planning instruction, assessment, and employment of science and mathematics programs that are currently being used in public schools and in using instructional models. This course includes laboratory experiences. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

EED 525: Curriculum, Assessment, and Methods: Literacy **4 credits**

This course is designed to develop a coherent, research-based program fostering literacy in the classroom. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning, assessment, management, and delivery of lessons in reading comprehension, children and adolescent literature, phonics, writing, oral language, vocabulary, and evaluation of learning. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

EED 544: Prescriptive Reading and Assessment **4 credits**

The focus of this course is on reading diagnostics, assessments, and strategies implemented with elementary students. Emphasis is also given to research-based systematic phonics instruction, as well as assessment and management methods. Practicum/field experience hours: 20. Prerequisite: Fingerprint Clearance.

EED 570: Curriculum, Assessment, and Methods: Social Studies **4 credits**

This course presents the current research-based curriculum developments and models of effective instruction and of assessment and management used in the field. Emphasis is placed on the construction of unit and daily lesson plans, materials, and resources with implementation in the elementary classroom. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

EED 580NA: Student Teaching: Elementary Session A **6 credits**

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

EED 580NB: Student Teaching: Elementary Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: EED 580NA.

EED 5100: Curriculum, Assessment, and Methods for Elementary Math and Science **3 credits**

This course is designed to acquaint elementary teachers with curriculum and effective techniques for the teaching of science and mathematics. Students are involved in planning instruction and assessment for a combined curriculum lesson plans.

EED 5143: K-3 Reading Methods **3 credits**

This course examines methods to help children in grades K-3 develop literacy skills through a focused reading program integrating decoding and comprehension in a literature-based environment.

EED 5700: Methods of Teaching Social Studies in Elementary Schools **3 credits**

This course offers students an opportunity to develop an authentic performance activity that informs social studies state and national standards. Meaningful instruction and assessment of learning in the social studies discipline along with effective practice and integrated instruction and methodology will be a focus.

Executive Fire Leadership (EFL)

EFL 628: Environmental Issues and Hazardous Management (Retired) **3 credits**

Students will learn about Fire Service's role in protecting the environment from damage; the potential environmental impact of various types of emergency incidents; the roles of various agencies in mitigating incidents that may be hazardous to the environment, including federal, state, and local laws, regulations, and ordinances; and planning, resource management, and other related issues.

Emergency Management (EMM)

EMM 300: History and Development of Emergency Management **4 credits**

This course provides students with insight into the profession of emergency management, its history, principles, participants, functions, structure, and future. This course includes concepts related to accreditation of emergency management programs, professional associations, and professional credentials.

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EMM 305: Emergency Operations and Techniques 4 credits

The knowledge and practice gained in this course will provide the emergency manager and first responder with management and supervision skills and techniques that are specific to emergency management and to the agencies employing emergency managers. These skills and techniques of management are necessary for success in the emergency services environment.

EMM 310: Mitigation Planning 4 credits

This course examines the processes and principles of mitigation planning for emergency management, the benefits of mitigation, and the development and implementation of appropriate mitigation measures.

EMM 340[Δ]: Communications for Emergency Management (Retired) 3 credits

The focus of this course will be on successful interpersonal communication skills, the difference between daily and emergency communication methods, and how to work with the media. A writing-intensive course.

EMM 415: Disaster Response and Recovery 4 credits

This course addresses disaster recovery and business continuity in public agencies and private companies, an explanation of federal guidelines for government continuity planning, and professional practices for business continuity planning in private companies, as well as how to address and respond to special emergency management issues in disasters, including animal care, special needs populations, and evacuations.

EMM 435: Health, Shelter, and Evacuation Issues in Emergency Management 3 credits

This course examines how to address and respond to special emergency management issues in disasters including animal care, special needs populations, and evacuations.

EMM 442: Terrorism's Impact on Emergency Management 4 credits

This course examines the historical and political impact of terrorism on emergency management, including examples of terrorist activity, a summary of federal government efforts, and media coverage of terrorism. Equivalent to JUS 442.

EMM 600: Emergency Planning and Management 4 credits

This course is designed to teach students the planning and management processes and the issues involved in large-scale emergencies. The nature of natural and technological risk and emergency are explored via case studies. Public sector roles in contingency planning and response are also discussed and assessed.

EMM 605: Economic and Human Issues 4 credits

This course provides an overview of the strategic, political, economic, and human issues encountered in the management of disasters or major traumatic public events. This knowledge gives the emergency manager a realistic view of the issues to expect in a disaster, how to plan accordingly, and how to manage resources and people more effectively in emergency situations.

EMM 610: Law and Legal Issues 4 credits

This course analyzes the federal, state, and local legislation related to emergency management in various types of disasters. Guaranteed rights under the U.S. Constitution and the legal and ethical application of measures within the parameters of these rights in emergency situations are also discussed.

EMM 641: Understanding Terrorism's Threats 4 credits

This course explores modern terrorism and terrorist behavior, including cyberterrorism, the role of the media, the private sector, and implications in a global society.

English (ENG)

ENG 105[Δ]: English Composition I 4 credits

This is a course in writing academic prose, including various types of essays, arguments, and constructions. A writing-intensive course.

ENG 106[Δ]: English Composition II 4 credits

This course explores various types of research writing, with a focus on constructing essays, arguments, and research reports based on primary and secondary sources. A writing-intensive course.

ENG 135: Life Learning Assessment 4 credits

This course enables qualifying adult learners to translate their real-life learning experiences (owning a business, parenting, coping with addiction or chronic illness, mourning, childbirth, etc.) into credits that can be applied toward general education and elective course requirements. Students who pass this writing-intensive course earn four credits and can earn up to eight additional credits by writing full-length Lifelong Learning Assessment (LLA) papers that are assessed by LLA evaluators.

Lifelong Learning Assessment papers are written using Kolb's Experiential Learning Theory (ELT). Using the Kolb model, students evaluate and reflect on personal experiences that involved college-level learning, form generalizations and theories about that experience, and apply the lessons they have learned to new situations. Students progress systematically through the Kolb process to complete a five- to seven-page draft that serves as the foundation for their full-length LLA papers.

ENG 250: Analysis of World Literature 4 credits

This course is a study of some diverse works in world literature. It introduces all advanced English course offerings. Students will also be introduced to methods of literary criticism and analysis. All students who plan to major in English should earn a 3.00 or above in this course before taking any upper division English courses. Prerequisites: ENG 105 and ENG 106.

*Campus/Off-site only | [Δ] Writing-intensive course | ◆ Fulfills General Education requirement |

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ENG 260: English Literature I **4 credits**

This course is a survey of English Literature from the Old English period through the Enlightenment. Prerequisites: ENG 105 and ENG 106; and ENG 250 for English majors.

ENG 270: English Literature II **4 credits**

This course is a continuation of ENG 260, covering the Romantic period through the Modern period. Prerequisites: ENG 105 and ENG 106; and ENG 250 for English majors.

ENG 300: English Practicum **2 credits**

Guided practical experience in tutoring and evaluating writing. Prerequisite: English Teaching majors only or instructor's approval.

ENG 350: American Literature I **4 credits**

This course is a study of outstanding authors, their works, and the literary movements from the Colonial Age to Romanticism (1850). Prerequisites: ENG 105 and ENG 106; and ENG 250 for English majors.

ENG 353: American Literature II **4 credits**

This course is a survey of realism, naturalism, modernism, and postmodernism in American fiction, drama, and poetry of the 19th and 20th centuries. Prerequisites: ENG 105 and ENG 106; and ENG 250 for English majors.

ENG 356: The Short Story **4 credits**

This course is a study of the short story in English and in translation, its development, the different types, and an analysis of technique. Prerequisites: ENG 105 and ENG 106; and ENG 250 for English majors.

ENG 358: Introduction to English Grammar and Linguistics **4 credits**

This course is a review of basic English syntax, form, and mechanics. It also introduces principles of grammar and linguistics and explores the historical development of English and its variations across social contexts. Prerequisites: Grade of 2.00 or higher in ENG 105 and ENG 106.

ENG 424: Literary Movement **4 credits**

This course surveys the major works and figures of a literary movement, including examining that movement's historical and cultural contexts.

ENG 425: Major Author **4 credits**

This course focuses upon the study of the works of a major author, with emphasis on the author's seminal works and with suitable reference to the author's biography and other works of merit.

ENG 450: Shakespeare **4 credits**

This course is a study of major Shakespearean comedies and tragedies and of Shakespeare's development as a dramatist, including some consideration of Shakespeare's cross-cultural reception. Prerequisite: ENG 260.

ENG 460: The Novel **4 credits**

This course is a study in the development of the novel focusing primarily on the reading and discussion of 19th and 20th century British and American works. Prerequisites: ENG 105 and ENG 106; and ENG 250 for English majors.

Entrepreneurship (ENT)

ENT 320: Public Relations and Networking Skills **4 credits**

This course is designed to build effective communication and networking skills so that students can leverage contacts and relationships to create business opportunities. The importance of building a professional and trustworthy business reputation is also addressed.

ENT 420: New Venture Financing **4 credits**

This course examines the growth of the venture capital market and provides students with an understanding of the advantages and risks associated with venture capital financing. Both start-up and growth needs are explored. The course focuses on the more practical aspects of structuring transactions that add value for the firm, owners, and financial backers.

ENT 435: Intrapreneurship and Innovation **4 credits**

This course examines the importance of creating innovative work environments in small-, medium-, and large-scale organizations in order to ensure the long-term competitiveness of the firm. Innovation is explored from the perspectives of product development, internal process improvements, and strategic shifts. Students have the opportunity to participate in an experiential innovation project. Also AMP 435.

ENT 445: Business Planning for Entrepreneurs **4 credits**

This course explores the development of business plans; the preparation of financial packages; and the evaluation of opportunities, risks, and problems associated with business development. The course will culminate with the preparation of a comprehensive business plan for a new venture.

Physical Education–Army (EPE)

EPE 105: Physical Fitness Training **1 credit**

Every Fall and Spring, every semester. Instruction in Army physical fitness and conditioning. Students will demonstrate their ability to participate in fitness training, improve their health through diet and exercise, and improve their leadership skills by motivating and leading others during the training. May be repeated for credit. Three hours of physical fitness per week: Monday, Wednesday, and Friday from 6 a.m. to 7 a.m.

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English as a Second Language (ESL)

ESL 223N: SEI English Language Teaching: Foundations and Methodologies **3 credits**

The historical, legal, theoretical, and sociological foundations of programs of instruction for students with non-English language backgrounds are presented. The study of models, prototypes, and methodologies for ESL instruction is included. Practicum/field experience hours: 10. Prerequisite: Fingerprint Clearance.

ESL 410: Advanced Language Teaching Methodologies and Assessment **3 credits**

This thorough examination of available methodologies, underlying philosophies, and assessment procedures includes lessons in teaching the four recognized skill areas (listening, speaking, reading, and writing) within the content areas and the use of standard tests. Prerequisite: ESL 423.

ESL 411: Language Teaching Curriculum and Materials Design **3 credits**

This course integrates general school curriculum, materials, and the specific English language teaching goals with the actual design and rendering of instructional materials. Prerequisite: ESL 423.

ESL 414: English in its Social and Historical Setting **3 credits**

This exploration of English language variation across sociocultural context and time discusses implications for building culturally appropriate ways of interacting in professional settings.

ESL 433N: Advanced Methodologies of Structured English Immersion **3 credits**

In this course, students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and ESL 423N or ESL 223N.

ESL 434: Advanced Principles of SEI Instruction and Assessment **4 credits**

Students assess the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English language learners. Theoretical principles and methods of language acquisition are applied and analyzed. The value and methods of using various types of assessments are considered, including the use of language proficiency and standardized testing as strategies for monitoring student progress. The use of diagnostic, formative, and summative assessment is analyzed. Students identify strategies to promote English language development and improve student achievement. Students plan, deliver, and evaluate instruction for English language learners according to English Language Proficiency Standards. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and ESL 423N or ESL 223N.

ESL 480: Internship in ESL **3 credits**

The student is assigned to an approved, experienced teacher or coordinator of programs for ESL for four weeks. The internship is individualized, and arrangements can be made based on student needs. Prerequisites: ESL 414, ESL 420, and ESL 423.

ESL 505: SEI Foundations and Methodologies **1 or 3 credits**

This course familiarizes students with the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

ESL 523N: SEI English Language Teaching: Foundations and Methodologies **3 credits**

This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Students are instructed in immersion strategies and the use of assessment data. The content of this course correlates with the following NBPTS English as a New Language Standards: Standard 1: Knowledge of Students; Standard 3: Knowledge of Culture and Diversity; Standard 8: Learning Environment; Standard 9: Assessment; and Standard 11: Linkages with Families. Practicum/field experience hours: 10. Prerequisite: Fingerprint Clearance.

ESL 533N: Advanced Methodologies of Structured English Immersion **3 credits**

In this course, students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students identify strategies to promote English language development and improve student achievement. They plan, deliver, and evaluate instruction for English language learners. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance and ESL 523N.

ESL 534: Advanced Teaching and Assessment Practices for Structured English Immersion **4 credits**

This course introduces advanced teaching and assessment practices for Structured English Immersion (SEI). Students reflect upon and evaluate the rationale of the historical, legal, and educational foundations of Structured English Immersion and

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other educational programs for English language learners. Students also examine SEI theoretical principles and approaches and identify strategies that promote success in the classroom. Students consider how proficiency assessments and standardized testing may be used as a means of determining learner progress, and review SEI-related diagnostic, formative, and summative assessments. Students apply course concepts through planning, delivering, and evaluating instruction for English language learners in accordance with English Language Proficiency Standards. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and ESL 523N.

ESL 5000: SEI English Language Teaching: Foundations and Methodologies **3 credits**

This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Students will be instructed in immersion strategies and the use of assessment data. The content of this course correlates with the NBPTS English as a New Language Standards, Standard I: Knowledge of Students; Standard III: Knowledge of Culture and Diversity; Standard VIII: Learning Environment; Standard IX: Assessment; Standard XI: Linkages with Families. This course meets the AZ Provisional SEI Endorsement Standards.

ESL 5001: Advanced Methodologies of Structured English Instruction **3 credits**

In this course, students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Instruction (SEI) and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

Exercise Science (EXS)

EXS 214: Care, Treatment, and Prevention of Athletic Injuries **3 credits**

This course is designed to provide students with a basic knowledge and understanding of the principles of sports medicine, the care and treatment of athletic trauma, and the use of proper conditioning principles for the prevention of injury. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484. Co-requisite: EXS 214L.

EXS 214L: Care, Treatment, and Prevention of Athletic Injuries Lab **1 credit**

This lab is designed to complement and support the principles taught in EXS 214. The course is designed to provide students with a basic knowledge and understanding of the principles of sports medicine; the care and treatment of athletic trauma; safety and its importance in related settings; and the use of proper conditioning principles of the prevention of injury. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484. Co-requisite: EXS 214.

EXS 321: Clinical Instruction in Athletic Training I **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in the information learned in prior courses. This sequence allows students to apply what they have learned in class on real patients. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Students are evaluated at a clinical site weekly to ensure proficiency in these skills.

EXS 322: Clinical Instruction: Emergency, Taping, Bracing **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient. In addition, students also clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Prerequisite: Acceptance into Athletic Training Clinical phase.

EXS 335: Kinesiology **3 credits**

This course is an analysis of human movement, integrating knowledge of the skeletal, muscular, and neurological systems with the effects that gravity, friction, internal and external forces, and the laws of motion have on their functions. Topics presented include biomechanics of human bone, joint, and skeletal muscle; structure and function of the upper extremity, lower extremity, and spine; concepts of linear and angular kinematics and kinetics as applied to human motion; equilibrium and stability on land; and motion through a fluid medium of air or water. Included is the application of these factors to various types of physical skills. Prerequisites: One of the following combinations: 1) BIO 155 and

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BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484. Co-requisite: EXS 335L. Recommended: PHY 101 or PHY 111 (may be taken concurrently).

EXS 335L: Kinesiology Lab **1 credit**

This laboratory course is designed to apply the anatomical, kinesiological, and biomechanical principles learned in the lecture course to human body movement. Movement of all of the major joints of the body is analyzed by relative and absolute joint position and muscle action, and biomechanical terms—such as linear and angular kinematics, friction, work, power, energy, and torque—are applied to human motion. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484. Co-requisite: EXS 335.

EXS 340: Physiology of Exercise **3 credits**

This course is a study of the effects of exercise on the body. Topics include nutrition as the basis for physical activity; how energy is produced and utilized during physical activity; the energy delivery and vital functions of the respiratory, cardiovascular, muscular, and nervous systems during exercise; how these systems can be enhanced through training; the impact of ergogenic aids and environmental stress on performance; and the effect of exercise on body composition, weight control, aging, and disease prevention. The body's responses and adaptations to exercise at the systemic, as well as the subcellular level, are also discussed. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484. Co-requisite: EXS 340L.

EXS 340L: Physiology of Exercise Lab **1 credit**

This is a course of field and laboratory experiences designed to reinforce the basic principles learned in the lecture course. Skills of measurement and evaluation, including computerized methods employed to facilitate testing, are applied to physiological and systemic principles of exercise. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484. Co-requisite: EXS 340.

EXS 350: Clinical Instruction in Athletic Training II **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in the information learned in prior courses. This sequence allows students to apply what they have learned in class on real patients. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Students are evaluated at a clinical site weekly to ensure proficiency in these skills. Prerequisite: EXS 321.

EXS 351: Clinical Instruction in Athletic Training III **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in the information learned in prior courses. This sequence allows students to apply what they have learned in class on real patients. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Students are evaluated at a clinical site weekly to ensure proficiency in these skills. Prerequisite: EXS 350.

EXS 352: Clinical Instruction: Health and Wellness Plans **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this course, students administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition) then use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This includes instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Prerequisite: EXS 322.

EXS 353: Clinical Instruction in Athletic Training IV **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in the information learned in prior courses. This sequence allows students to apply what they have learned in class on real patients. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Students are evaluated at a clinical site weekly to ensure proficiency in these skills. Prerequisite: EXS 351.

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EXS 354: Clinical Instruction: Evaluation Techniques **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and spine injury or condition. This exam incorporates clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, students provide the appropriate initial care and establish overall treatment goals. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Prerequisite: EXS 352.

EXS 355: Clinical Instruction: Rehabilitation Plans 4 credits

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and spine injury or condition. Based on the assessment data and consideration of the patient's goals, the student creates and implements a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Students integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcome measures to recommend activity level, make return-to-play decisions, and maximize patient outcomes and progress in the treatment plan. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Prerequisite: EXS 354.

EXS 356: Recognition and Evaluation of Athletic Injuries I **4 credits**

This course is designed to provide students with specific knowledge and practical skills required to perform proper evaluation of the upper and lower body. Students learn to palpate body and soft tissue structures, and perform active, passive, and resistive range of motion testing, neurological testing, and special ligament tests for the major synovial joints in the body. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: EXS 214 and EXS 214L.

EXS 357: Recognition and Evaluation of Athletic Injuries II **4 credits**

Building on concepts of EXS 356, this course is designed to provide students the opportunity to further analyze and apply skills in the areas of evaluation of upper and lower body, palpation of body and soft tissue structures, range of motion testing, neurological testing, manual muscle testing, and special ligament tests for the major synovial joints in the body. Prerequisite: EXS 356.

EXS 358: Clinical Instruction: General Medical Conditions **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in athletic training skills. In this clinical course, students develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status. The student will also demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Prerequisite: EXS 355.

EXS 366: General Medical Conditions **4 credits**

This course provides a broad discussion of general medical conditions and associated pathologies of the physically active, as well as applicable information to athletes, coaches, and athletic trainers of all levels. This course covers evaluation techniques and equipment, coverage of all body systems and conditions, as well as special populations. Prerequisites: EXS 214 and EXS 214L.

EXS 370: Pharmacology: Drug Use and Abuse **4 credits**

This course examines current theories and practices of pharmacology and epidemiology of drug use as related to athletic training and sports medicine. Additional topics include drug abuse issues, such as: performance-enhancing substances; psychological, legal, social, and cultural implications; and approaches to solving drug abuse problems. Prerequisites: EXS 214 and EXS 214L.

EXS 387: Therapeutic Modalities **3 credits**

This course is a study of various therapeutic modalities that aid in the healing process of injuries. The course covers the theory behind and proper use of these modalities with laboratory experience. Prerequisites: EXS 214 and EXS 214L. Co-requisite: EXS 387L.

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EXS 387L: Therapeutic Modalities Lab **1 credit**

This course is designed to complement and support principles being taught in EXS 387. Practical applications of therapeutic modality application techniques are learned. Prerequisites: EXS 214 and EXS 214L. Co-requisite: EXS 387.

EXS 415[Δ]: Advanced Athletic Training **4 credits**

This capstone course acts as a culmination of the learning experiences during the athletic training education program at Grand Canyon University. Students are challenged to demonstrate higher level thinking, review evidence-based literature, and display athletic training professional behaviors. This course focuses the student for preparation for the Board of Certification (BOC) examination and fulfills the writing-intensive course requirement. Prerequisite: Successful completion of all previous coursework in the program of study.

EXS 420: Management in Athletic Training, Health, and Athletics **4 credits**

This course deals with the organization and administration tasks and techniques required in an athletic training program, the commercial health industry, and interscholastic and intercollegiate athletics. Topics include program and human resource management; budgeting; inventory and finance management; insurance; organizing and promoting health; and legal considerations, ethics, decision making, and communication in athletic training, health, and athletic settings.

EXS 421: Clinical Instruction in Athletic Training V **4 credits**

This 16-week-long course is designed to provide a clinical setting in which athletic training students clinically apply and demonstrate proficiency in the information learned in prior courses. This sequence allows students to apply what they have learned in class on real patients. Students are assigned to an approved clinical instructor who supervises students on a daily basis through constant visual and auditory interaction and provides feedback to students on their progression. The mode of delivery is student-to-student demonstration and a clinical exam testing students' proficiency at a clinical site (high school, college, and/or professional) on true patients. Students are evaluated at a clinical site weekly to ensure proficiency in these skills. Prerequisite: EXS 353.

EXS 426: Theory of Prescribing Exercise **3 credits**

This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction. Included are specific exercise routines, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: EXS 340 and EXS 340L, and one of the following combinations: 1) BIO 155 and BIO 155L ,or 2) BIO 201 and BIO 201L. Co-requisite: EXS 426L.

EXS 426L: Theory of Prescribing Exercise Lab **1 credit**

This course reinforces and expands learning gained in the lecture course. Practical applications and experiments include exercise prescription and rehabilitation techniques. Prerequisites: EXS 340 and EXS 340L, and one of the following combinations: 1) BIO 155 and BIO 155L, or 2) BIO 201 and BIO 201L. Co-requisite: EXS 426.

EXS 458: Theory and Practice of Strength and Conditioning **4 credits**

This course is the study of the physiological responses to exercise, exercise technique, program design for anaerobic and aerobic exercise, exercise prescription principles, and organization and administration of strength and conditioning facilities. This course provides students information on the design and implementation of a successful strength and conditioning program. Emphasis is placed on assessment, description, and analysis of sport movement, and designing weight training programs to enhance performance variables. Workshops reinforce these goals, focusing on assessment of athletic performance, as well as the development of musculoskeletal flexibility, speed, agility, quickness, strength, and power. This course assists those students who desire to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) Exam. Prerequisites: EXS 340 and EXS 340L.

EXS 494: Clinical Instruction in Athletic Training III **5 credits**

This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge acquired in the prerequisite classes. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression Prerequisites: EXS 395 and instructor's approval.

EXS 495: Clinical Instruction in Athletic Training IV **5 credits**

This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge learned in prerequisite classes. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression Prerequisites: EXS 494 and instructor's approval.

Finance (FIN)

FIN 350: Fundamentals of Business Finance **4 credits**

This course is a general survey of financial institutions, the Federal Reserve System, the qualities of a sound monetary system, the theory and value of money, deposit insurance, and foreign exchange. Prerequisites: ECN 220, ACC 250, and MAT 134 or equivalent college algebra course.

FIN 450: Intermediate Finance **4 credits**

This course is a study of the finance function within the modern corporation. Topics covered include financial analysis and

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planning, the valuation of financial assets, capital budgeting, capital structure, and working capital management. Prerequisites: ACC 350 and FIN 350.

FIN 451: Investments and Portfolio Management 4 credits

This course studies stocks, bonds, and other investment vehicles, and their application in investment portfolio management. The securities market and trading procedures are discussed. The course develops and emphasizes portfolio theory that is applicable to both professional portfolio management and individual investment decisions. The application of portfolio theory to corporate investments and diversification is also discussed. Prerequisite: FIN 450.

FIN 504: Finance Principles 4 credits

This course is designed for individuals who are preparing for more advanced coursework in accounting and is designed for students who have not had finance in undergraduate work. Topics covered include financial analysis, financial planning, asset evaluation, capital structure, and working capital management.

FIN 638: Financial Management 3 credits

This course discusses elements of business financial decisions, including financial forecasting, management of working capital, capital budgeting, capital structure, and raising funds in capital markets. The role of mergers and acquisitions in growth strategies and understanding the various stakeholders of the corporation are also examined topics.

FIN 650: Managerial Finance 4 credits

This course discusses elements of business financial decisions, including financial forecasting and development of proformas, management of working capital, capital budgeting, capital structure, and raising funds in capital markets. Prerequisite: FIN 504.

FIN 655: Investments 4 credits

This course is a study of stocks, bonds, and derivatives, and their application in portfolio management. This course discusses securities market and trading procedures, and develops and emphasizes portfolio theory. Material in the course is applicable to both professional portfolio management and individual investment decisions. Prerequisite: FIN 650.

FIN 660: Advanced Financial Strategies 4 credits

A course studying more advanced business strategies including mergers and acquisitions, spin-offs, carve-outs, partnerships, cooperative agreements, and their business applications for strategic growth or survival. It will also cover business value issues, the role of investment bankers, M&A specialists, and the issues to consider in cross-border transactions. Prerequisite: FIN 650.

Geography (GEO)

GEO 234: World Geography 4 credits

This course is a study of the physical environment and of the relationship of human cultures to each of the major geographic areas of the world, with special attention given to the United States.

Health Care Administration (HCA)

HCA 240: Health Care Accounting and Billing 4 credits

This course introduces students to the management and analysis of financial information in health care environments, as well as the fundamental principles of finance, accounting, and budgeting. It includes an overview of revenue sources for various health care entities and the Diagnosis-Related Group (DRG) system of service classification that is used to determine payment for providers and organizations. Students are also introduced to the fundamentals of strategic planning, cost concepts, and capital budgeting, and analyze issues surrounding the development and management of budgets.

HCA 255: Health Policy and Economic Analysis 4 credits

Through the application of basic economic principles, this course examines the impact of government, private sector, and special interest groups on the determination of health care policy. Prerequisite: HLT 205.

HCA 360: Health Information Technology and Management 4 credits

This course provides information and skills necessary for managing information technology and systems with which the health care administrator must be familiar. In addition to understanding the various input systems that may be utilized, emphasis is placed on the efficiency, effectiveness, obstacles, and outcomes of integrating such systems into health care operations. Students also consider issues surrounding privacy and security of information, work within current laws affecting privacy and security, and evaluate the impact of IT on people and organizations. Prerequisite: HLT 205.

HCA 450: Quality in Health Care 4 credits

This course focuses on the knowledge and skills necessary to understand aspects of "quality" as they apply to patient care. Emphasis is on the development of quality and performance improvement activities designed to achieve desired outcomes, and the ability to analyze and interpret data for quality management purposes. Studies include general theory; practical applications; legal and regulatory issues in quality improvement, methodologies, and techniques that form the basis of patient safety; and quality management in medicine, such as group processes, process orientation, statistical process control, and statistical techniques. Throughout the course, students are exposed to real-life scenarios in which they demonstrate the ability to

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develop strategies for quality improvement that focus on the implementation of activities and tools necessary to evaluate and improve efforts related to quality of care. Prerequisites: HLT 205 and HLT 305.

HCA 455: Organizational Behavior and Leadership in Health Care **4 credits**

This course introduces students to some basic behavioral science concepts, as they apply to health care settings and organizations such as content and process theories of motivation; attribution theory and motivation; and behavioral, contingency, and contemporary leadership theories. Students have the opportunity to explore the manager's role in relation to individuals, teams, and the overall health care organization system, and to analyze organization structures and design in order to develop strategies for improvement in operations and increase efficiency. Throughout the course, students are exposed to real-life scenarios in which they are asked to demonstrate the skills of motivation, workplace communication, conflict management, teamwork, decision making, and negotiation as they might be needed in a health care organizational framework to implement structural improvements. Prerequisites: HLT 305 and HLT 205.

HCA 460: Operations and Risk Management in Health Care **4 credits**

This course introduces students to the roles of local, state, and federal regulatory agencies and accrediting bodies; the enforcement of federal guidelines, standards, and regulations; and the issues and demands of the regulatory environment that affect health care in the United States today. Throughout the course, students are asked to demonstrate understanding regarding legal responsibility, workplace safety, and the health care facility's obligation to provide protection from injury for patients, their families, and staff. Additionally, students are exposed to real-life scenarios in which they are asked to demonstrate the ability to develop strategic plans around risk management issues that would protect the health care organization from accidental injury costs or violations of safe health care regulations. Prerequisites: HCA 450.

HCA 465: Health Care Administration and Management **4 credits**

This course explores the management of human resources, with particular focus on health care environments and provides the health care manager with a framework for human resource decision making. It includes topics such as job analysis, recruitment, selection and placement, training and development, retention, performance appraisal, and compensation, and provides the health care manager with popular concepts and theories in health care management, current topics in health care such as patient safety initiatives, the Health Insurance Portability and Accountability Act (HIPAA), revenue recovery efforts, and diversity training, and skills in using materials, references, tools, and technology central to health care management. Throughout the course, students are exposed to real-life scenarios in which they will be able to demonstrate basic management skills and the ability to work productively with others in multidisciplinary and ethnically diverse teams on relevant activities such as planning, organizing, decision making, staffing, motivating, budgeting, and more. Prerequisite: HCA 460.

HCA 470[Δ]: Strategic Planning and Implementation in Health Care **4 credits**

This course introduces students to the strategic environment that exists in health care and the models for planning effective programs, implementing programs, and program evaluation in health care settings. The course introduces special procedures and options available to health care organizations and provides methods for identifying, gathering, and utilizing data for decision making. Students are presented with the theory of health care administration using a strategic management framework and study the role played by the key business functions (finance, marketing, human resources, information technology, and law) as well as specific strategic options (merger/acquisition, reorganization, joint venture) and some of the popular tools for analyzing strategic situations (balanced scorecard, Six Sigma, SWOT). The culmination of efforts in the course is to complete the multistep process of creating strategic and implementation plans related to the work done in HLT 364 and the upcoming capstone project. A writing-intensive course. Prerequisites: HLT 364.

HCA 515: Analysis of Contemporary Health Care Delivery Models **4 credits**

This course allows students to develop a comprehensive understanding of contemporary health care models from financial, economic, quality, access, and disparity perspectives, and to relate the ethical, cultural, political, and financial factors that drive and support them. It is from this broad, integrative, and comparative perspective that students begin defining their role and perspective as administrators within the health care system. Students begin to investigate their options and define their potential to serve as leaders of systematic improvement, within their health care discipline, based on changes in these driving factors.

HCA 525: Analysis of Contemporary Health Care Delivery Models **4 credits**

This course allows students to develop a comprehensive understanding of contemporary health care models from financial, economic, quality, access, and disparity perspectives, and to relate the ethical, cultural, political, and financial factors that drive and support them. It is from this broad, integrative, and comparative perspective that students begin defining their role and perspective as administrators within the health care system. This knowledge also provides a foundation from which students can begin to investigate their options and define their potential to serve as leaders of systematic improvement based on changes in these driving factors.

HCA 530: Health Care Policies and Economics **4 credits**

This course focuses on the practical financial-analysis skills that have immediate application within the health care industry, as well as managerial decision-making processes based on cost, service, and economic variables that influence market performance and outcome.

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HCA 545: Organizational Structure, Dynamics, and Effectiveness **4 credits**

This course focuses on the analysis of health care organizational structure and effectiveness. Topics include the distributive leadership model, decision making through collaboration and teamwork, and the integrative analysis of how change impacts other components of the system.

HCA 610: Essential Health Care Business Analyses **4 credits**

This course focuses on the critical analyses of health care business operations and performance. Topics include analysis of financial performance, operational process analysis, and quality of service evaluation.

HCA 615: Human Resource Management and Marketing Communication Strategies **4 credits**

This course focuses on essential managerial communication skills. Human resource topics include conflict management, negotiation, mediation, and coaching, as well as change management principles and the types of communication required for paradigm modification. Marketing topics include interdepartmental, cross discipline, external partner, and consumer communication and collaboration techniques.

HCA 620: Business/Project Plan Evaluation and Development **4 credits**

The focus of this course is to begin integrating all previous study and to identify the focus of students' final capstone project. Students evaluate and integrate the methodologies, considerations, and strategies for project or program design, planning, implementation, and evaluation that are relevant or specifically required by their specific health care discipline. Topics of investigation and consideration include (but are not limited to) financial and economic impact; resource allocation; competition; public and private educational requirements; availability of information technology; impact assessment of change; process improvement assessment; social, behavioral, and environmental impact; legal/ethical issues; and any other factors that impact the provision of care or subsequent outcomes within an organization and community. A collaborative group project approach is emphasized to enhance contribution and consideration from diverse experiences within the health care field. Prerequisite: Successful completion of all previous coursework in the program of study.

HCA 675: Health Care Innovation **4 credits**

This course provides an opportunity for students to envision the best possible future for the American health care system, and to understand what changes are necessary to achieve it. By focusing on and developing a set of recommendations for improving American health care, students appreciate the difference between forcing a current system to work harder, and redesigning a system in order to achieve desired outcomes. Students learn how transactional leaders can become transformational leaders, and begin the formal process of preparing for their capstone research project. Students gain understanding of how clinical data, knowledge, and practice are driving the development of health care surveillance systems through informatics. Topics of investigation include the role of informatics in improved patient care and research, organization and national bio-surveillance, and clinical decision support. Consideration is given to legal and regulatory issues in private and public health practice and as they apply to public health security and preparedness in response to bioterrorism and disasters. Prerequisite: HCA 620.

HCA 699: Evidence-Based Research Project **4 credits**

This capstone course provides an opportunity for students to complete the development of a comprehensive evidence-based project, plan, or proposal that addresses a problem, issue, or concern in their professional practice and can be implemented upon completion of the program. Projects address a problem amenable to research-based intervention; include a relevant and comprehensive literature review; propose a solution; and include a fully developed program, project, or business plan. The project also contains all the necessary information to implement the proposed solution, evaluate its outcome(s), and disseminate the findings. Prerequisite: HCA 675.

Hebrew (HEB)

HEB 101: Elementary Biblical Hebrew **4 credits**

This course is designed to teach students to read biblical Hebrew. It is an introduction to the language of the Hebrew Bible. It focuses on the vocabulary, grammar, and cultural aspects of biblical Hebrew with a goal of translation at a beginning level. Students translate the book of Ruth.

HEB 102: Elementary Hebrew Exegesis **4 credits**

This course is a continuation of HEB 101. Students continue translating sections of the Hebrew Bible at a basic level focusing on such books as Genesis, Amos, and the poetical books. Prerequisite: HEB 101.

Health Care Informatics (HIM)

HIM 515: Foundations and Concepts of Health Care Informatics **4 credits**

This course examines the history, application, impact, and future need for informatics in health care. Emphasis is placed on standards, processes, and systems that impact areas of evidence-based medicine, administrative and clinical practices, information infrastructure, security, and electronic health records.

HIM 615: Health Care Information Systems and Technology **4 credits**

This course examines the application of information systems in health care settings, beginning with an analysis of the broad meaning and nature of information and systems. The focus narrows to utilization of computer technologies, configurations, and applications as tools to benefit health care environments. Emphasis is placed on the challenges related to the development and implementation of effective information systems in light of a rapidly and continuously changing health care model, evolution of

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technology team member roles and responsibilities, and advancement of technological requirements within the health care system.

HIM 650: Health Care Data Management **4 credits**

This course examines health care information resources and their impact on administrative functions, interfaces, data security and integrity, and business processes. Topics include use of relational database management software to construct tables, develop forms, create and execute queries, design and deploy reports, and advance database concepts to automate contemporary business processes. Students are able to distinguish between various network hardware technologies and associated data communications protocols in order to direct how organizations design and implement data networks. Prerequisites HIM 515 and HIM 615.

History/Social Science (HIS)

HIS 109: World Civilization **4 credits**

This course is a survey of the major events, trends, personalities, movements, and ideas that have shaped world history from the beginnings of civilization to the present.

HIS 221: Themes in United States History **4 credits**

This course is a survey of U.S. history from the Colonial era to the present. Topics include the American Revolution, the early national period, Jeffersonian and Jacksonian America, the Civil War and the Reconstruction, industrialization, the World Wars, the Great Depression, and the Cold War and the post-Cold War eras.

HIS 231: American Military History **3 credits**

On demand. A survey of the development of the American military and militia system from its English origin through the present. The principles of warfare and military leadership, the soldier's experience on the battlefield, and the place of the military within the American democracy are threads of continuity woven by the instructor through the course. Prerequisite: Instructor's approval.

HIS 247: History and Historians **4 credits**

This course is an examination of the meaning and interpretation of history and its methodology. This course is required for history majors.

HIS 303: The History of Christianity in America **3 credits**

An examination of the Protestant and Catholic traditions as they evolved in the United States with particular emphasis given to the reciprocal role of religion and politics as formative cultural influences that contributed to the shape and development of social and intellectual institutions in America. Prerequisites: HIS 103, HIS 104, and HIS 246 or instructor’s approval.

HIS 310: Civil War and Reconstruction **4 credits**

This course examines the causes, conduct, and consequences of the Civil War and the Reconstruction.

HIS 318: Near-Eastern History **4 credits**

The course presents students with a survey of the history of Ancient Greece and Rome, covering more than 2,500 years of civilization in Southern Europe and the Near East. The initial part of the course discusses the Ancient Greeks, beginning with the early Greek civilizations of the Minoans and Mycenaeans during the Bronze Age and concluding with the Age of Alexander and the Hellenistic Empires of Greece and the Near East. The remainder of the course then examines Ancient Rome, beginning with the Etruscans and concluding with the collapse of the Western Roman Empire and the continuation of the Eastern Empire/Byzantine Empire.

HIS 320: Modern Middle East **4 credits**

This course provides a political, cultural, and economic history of the Middle East since 1914.

HIS 331: 20th Century World **4 credits**

This course is a study of the 20th century world, focusing on major trends, events, and personalities of the era.

HIS 344: Colonial and Revolutionary America **4 credits**

This course is a study of the social, political, intellectual, and cultural life of the American republic from 1607 to 1783.

HIS 354: England to 1688 **4 credits**

This course is a study of the political, social, cultural, economic, and religious history of England from prehistoric times to the Glorious Revolution of 1688. Prerequisite: HIS 247 for History majors.

HIS 460: Russian History **4 credits**

This course is a study of the Russian nation and people, emphasizing the Soviet era of Russian history. Prerequisite: HIS 247 for History majors.

HIS 465: History of Modern East Asia **4 credits**

This course focuses on the major themes that have influenced the history of East Asia from 1644 to the present, with an emphasis on the history of modern China and Japan. Topics will include imperialism, colonialism, nationalism, revolution, the world wars, and the Cold War in Asia. Prerequisite: HIS 247 for History majors.

Health Education (HLT)

HLT 100: Health Care Roles and Integration of Patient Care **4 credits**

This course is an introduction to the health care system and the structure, roles, and responsibilities of medical and allied health care professionals. Focus is placed on the teamwork necessary to effectively provide the highest quality patient care.

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HLT 205: Health Care Systems and Transcultural Health Care **4 credits**

This course introduces the student to the complex organizational dynamics and structures that dictate the interaction among major components of the U.S. health care system along with the cultural beliefs and values, social factors, science and technology, economic forces, and political factors that have shaped the health care delivery system.

This course also considers the ever growing global and diverse perspective of health care and introduces students to a multicultural perspective as it relates to developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. Culture is examined as a pervasive, determining "blueprint" for thought and action throughout the human health experience. Students will develop a vocabulary for understanding diversity as a concept that includes many different types of racial, ethnic, religious, and socioeconomic categories. Patterns of human interaction that foster health and quality of life are analyzed, and health-destroying patterns of interaction (e.g., stereotyping, discrimination, and marginalization) are examined and submitted to moral and ethical reflection.

Throughout the course, students are exposed to real-life scenarios dealing with the various competing goals, priorities, and perspectives of the many participants in the health care arena, including financing entities, regulators, health care professionals, and patients, thereby developing the critical thinking skills needed to discuss and shape organizational policy related to systematic processes around health care delivery to a culturally diverse population.

HLT 302: Spirituality and Christian Values in Health Care and Wellness **4 credits**

This course explores the concepts of spirituality and Christian values as they relate to the role of the hospital or health care facility, the health care provider, and the patient. Since illness and stress can amplify spiritual concerns and needs, health care professionals are in a unique position to assist the patient/client in meeting those needs. Students explore and document the spiritual components of health care and wellness that permeate both the Old and New Testaments of the Bible as a foundation of understanding pain, suffering, health care, and wellness. From this foundation, students evaluate and reflect upon concepts such as a healing hospital/health care facility, the caregiver's role in giving care, the caregiver's need to care for self, dealing with grief, the role of prayer in health care, and the spiritual needs of patients and families dealing with chronic and acute illnesses.

HLT 305: Legal and Ethical Principles in Health Care **4 credits**

This course provides a broad understanding of professional ethics, legal standards, and responsibilities as they relate to health care administration. The course introduces students to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health occupations. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Throughout the course, students are given the opportunity to evaluate real-life scenarios and arrive at calculated decisions, thereby developing the critical thinking skills needed for the moral decisions encountered in the health care environment.

In addition to learning about the ethical principles in health care, students are introduced to the relationship between law and ethics, and the consequences and impact on individuals and the health care field. This course addresses the concerns of every health care professional regarding legal responsibility, workplace safety, and the health care facility's obligation to provide protection from injury for patients, their families, and staff. Through the use of case studies, students are exposed to real-life scenarios dealing with the development, understanding, and execution of the law; employee rights and responsibilities; and patient rights and responsibilities, thereby developing the critical thinking skills needed to evaluate the right and wrong courses of action when faced with complicated legal problems.

HLT 306V: Advanced Patient Care **3 credits**

This course offers an advanced approach to patient care, patient education, and patient management within the health care facility and the outpatient clinic. It considers more than the patients' physical needs and addresses the patient as a part of the treatment or diagnostic plan. Upon completion of the course, the student should be able to demonstrate communication skills with different patient populations, such as various cultures, religions, ages, and levels of ability, to participate and discuss the approaches the health care professional should use to best interact with each of these groups.

HLT 308V: Risk Management and Health Care Regulations **3 credits**

This course addresses the concerns of every health care professional regarding legal responsibility, workplace safety, and the health care facility's obligation to provide protection from injury for patients, their families, and staff. The institution must also be protected from accidental injury costs. This is the purpose of a risk management department. Federal, state, county, and city statutes that regulate the administration of safe health care are discussed. At the end of this course, students should be able to explain their part as health care professionals in the ethical and legal responsibilities of risk management.

HLT 310V◆: Spirituality in Health Care **3 credits**

This course explores the concept of spirituality as it relates to the person who is involved in the health care system. Since illness and stress can amplify spiritual concerns and needs, health care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health care professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to

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apply these concepts to a variety of populations in diverse clinical settings.

HLT 312V◆: Ethics for Health Care Professionals 3 credits

This course, designed for health care professionals (providers, educators, and managers), introduces the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health care practice. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Through the use of case studies, students are introduced to health topics such as patients' rights (paternalism, informed consent to therapy, participation in research); dilemmas of life and death (euthanasia, abortion, transplants, gene therapy, care for the dying); allocation of health care resources; and special dilemmas of health care professionals. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. An overview of patient education and ethics and a discussion on the professional codes of ethics and standards are also part of this course.

HLT 314V: Health Care Systems 3 credits

This course is designed to impart an understanding of the forces shaping the present and future health care delivery system.

HLT 324V◆: Transcultural Health Care 3 credits

This course explores meanings and expressions of health, illness, caring, and healing transculturally. Focus is on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. Culture is examined as a pervasive, determining "blueprint" for thought and action throughout the human health experience. Patterns of human interaction that foster health and quality of life are analyzed, and health destroying patterns of interaction (e.g., stereotyping, discrimination, and marginalization) are examined and submitted to moral and ethical reflection.

HLT 335V◆: Polysomnography/Sleep Disorders 3 credits

This course provides an overview of the history of sleep medicine, normal sleep physiology, effects of the sleep-wake stage, sleep disorders and abnormal sleep physiology, an introduction to polysomnography (including patient interation, sensor and lead placements, and instrumentation), application of respiratory care treatment modalities, patient testing and sleep staging, arrhythmia recognition and other physiologic events, and data acquisition.

HLT 340V: Quality Improvement in Respiratory Health Care 3 credits

This course provides an introduction and evaluation of current approaches to assessing risk and improving health care quality through the practice of continuous quality improvement. It focuses on conceptual understanding and experiential learning.

HLT 362V◆: Applied Statistics for Health Care Professionals 3 credits

This introductory course on statistical concepts emphasizes applications to health care professions. The course is designed to prepare students to interpret and evaluate statistics and statistical methods used in published research papers and to make decisions about the appropriateness of specific statistical methods in a variety of settings. Areas of emphasis include introduction to analysis of variance, regression, and graphical presentation; experimental design; descriptive statistics; sampling methods; and *z*, *t*, and chi-square.

HLT 364Δ: Research and Communication Techniques in Health Care and Science 4 credits

This writing-intensive course introduces students to the principles and processes of research and common types of communication utilized in health care and science. The course allows students to begin developing skills and acquiring the preliminary background information necessary to complete a well-developed (evidence-based) capstone project, the focus of which is the resolution of an issue or problem currently significant to health care administration. Within this course, students conduct a preliminary literature review on a topic of interest and relevance to their major. They create an annotated bibliography; investigate appropriate research design, data collection techniques, and statistical analysis; and practice professional writing skills. Writing focus in this course is on the essential strategy and skills required for written communication in the health care industry and science disciplines. The primary writing focus at this stage is the ability to effectively communicate clearly organized thoughts across a wide array of platforms and to do so with appropriate documentation and reporting style. Prerequisite: BIO 365.

HLT 380: Principles of Public and Environmental Health 4 credits

This course is a study of the public agencies and their contribution to the health of the community and health risks related to the environment on personal, community, regional, national and global levels. Topics include fundamentals, philosophy, history, and functions of public health services, air, water, waste, disease, toxicology, and occupational health and environmental health planning. Emphasis is placed on the student's personal health and how it is affected by public and environmental health factors. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484.

HLT 410V: Respiratory Care of the Critically Ill 3 credits

This course is focused on the advanced medical and respiratory care of the critically ill adult patient. Emphasis is placed on cardiopulmonary assessment and treatment of trauma, postsurgical, cardiac, and renal patients.

HLT 411: Global Health Issues 4 credits

This course introduces global health and health-related challenges of developed, developing, and resource-limited nations, and explores the social, behavioral, economic, biomedical, and environmental determinants of health. The global epidemiology of major diseases and threats to the populations of the world are examined, as well as the current organizational structures that have been established to respond to them. Topics include communicable diseases, noncommunicable diseases, unintentional

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injury and violence, health promotion, reproductive health, maternal and child health, and disaster preparedness. Students gain an understanding of the diverse determinants associated with major diseases and issues such as poverty, education, gender imbalance, culture, and poor environmental conditions. Global health involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration. Perspectives from a wide variety of disciplines, such as epidemiology, biology, environment, human rights, nursing, psychology, public policy, technology, and economics, are explored. Students acquire an understanding of the relationship between health and socio-cultural-economic development, and the impact of policy on health care.

HLT 418V◆: Trends and Issues in Health Care 3 credits

The course explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; nursing care policy and position statements; political, environmental, and cultural issues; and changing nursing roles. The study of these issues examines the impact on health care delivery systems in society.

HLT 485: Methods of Teaching Health and Measuring in Exercise Science 4 credits

This course is a study of the methods and procedures of teaching health. Resources, aids, and agencies are studied in an attempt to determine how they may best assist the teacher. Practice teaching is included. Tests and measurements in health, physical education, and exercise science are presented. Emphasis is placed on producing valid and reliable tests, data analysis techniques for test evaluation, test construction assessment, and interpretation of test results. Prerequisites: One of the following combinations: 1) BIO 155 and BIO 155L; or 2) BIO 201, BIO 201L, BIO 202, and BIO 202L; or 3) BIO 360, BIO 360L, and either BIO 474 or BIO 484, and PED 247.

HLT 490V: Professional Capstone Project 3 credits

This course is designed to aid in the development of inquiry and research skills. Learning research skills and conducting research projects benefit the individual and the profession—the individual by learning new knowledge and skills, and the profession by adding to the professional body of knowledge.

HLT 494Δ: Professional Capstone Project 4 credits

This capstone project is the culmination of the learning experiences of students in the Health Care Administration program at Grand Canyon University. Students prepare written proposals for evidence-based projects focusing on the resolution of issues or problems significant to health care administration. Proposals include problem description, resolution, strategic and implementation plans, evaluation plans, and proposed dissemination of findings. Professional capstone project proposals need to reflect synthesis and integration of course content and professional practice. Capstone projects are guided by the baccalaureate program student learner outcomes and are intended to be presented to a senior-level administrator at a current or potential place of employment. A writing-intensive course. Prerequisites: HCA 470.

HLT 510: Foundations for Success in Graduate Study of Health Sciences (Retired) 4 credits

This course is designed to provide students with the foundational knowledge, resources, and guidance to meet graduate academic and professional health care standards across a variety of disciplines within the industry. Emphasis is placed on critical thinking, technology utilization, research skills, the role of a scholarly graduate student and practitioner, utilization of success protocols, awareness and identification of resources, communication strategies, and goal setting.

HLT 515: Social, Behavioral, and Cultural Factors in Public Health 4 credits

This course is designed to provide an overview of the history of public health, system infrastructure, and its key role in health care. Students explore social, behavioral, and cultural factors that impact health populations based on demographic information such as gender, age, race, ethnicity, socioeconomic status, behavioral risks, and community. Focus is placed on research, theories, and models not exclusively designed for, but applied to, public health issues that help to minimize health disparities through community engagement, education, and empowerment.

HLT 520: Legal and Ethical Principles in Health Care 4 credits

Topics covered in this course include principles and models for the recognition, analysis, and resolution of ethical dilemmas in health occupations; legal responsibility; workplace safety; and the health care facility's obligation to provide protection from injury for patients, their families, and staff.

HLT 540: Health Care Research Methods, Analysis, and Utilization 4 credits

This course focuses on the critical analysis of health care research and its application to the administration and delivery of health care services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge into practice. Students are introduced to concepts of measurement, reliability, and validity, as well as ethical issues in the design and conduct of research through an evaluative process of health care initiatives and projects.

HLT 555: Environmental Health 4 credits

This course is designed to examine environmental dynamics that impact community health and safety. Emphasis is placed on determining relationships between chemical, biological, and physical factors and environmental threats that produce inferior health outcomes. Topics include historical and current approaches for assessing, preventing, and controlling environmental hazards, human health and safety, impact of environmental and occupational agents, environmental justice and equity, and the influence of biological information on public health laws, policies, and regulations.

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HLT 560: Social, Behavioral, and Cultural Factors in Public Health (Retired) 4 credits

This course is designed to provide an overview of the history of public health, system infrastructure, and its key role in health care. Students explore social, behavioral, and cultural factors that impact health populations based on demographic information such as gender, age, race, ethnicity, socioeconomic status, behavioral risks, and community. Focus is placed on research, theories, and models not exclusively designed for, but applied to, public health issues that help to minimize health disparities through community engagement, education, and empowerment.

HLT 600: Public Health Policy 4 credits

This course utilizes health care policy as a framework to analyze how health is defined and health care is designed and delivered in the United States and around the world. Emphasis is placed on policies and public health, social justice and human rights principles, public law and regulations quality, global issues; and views of public health, access, disparities, and finance. The various roles of the master's prepared public health professional in the health care system are explored.

HLT 605: Public Health Administration 4 credits

This course provides an overview of public health system components and competing factors that have historically impeded the delivery of public health services. Students employ systems thinking processes to determine the most effective approach to strategic implementation of programs. Topics include utilization of collaborative partnerships, global trends analysis, evidence-based decisions regarding improved health outcomes for individuals and communities, root cause analysis, public health financing, systems theory, and application to organizational problem solving. This course prepares learners to apply knowledge in an effort to address future health care challenges as well as goals set forth within the Healthy People 2010 initiative.

HLT 610: Networking and Professional Readiness 2 credits

This course is designed to provide students with the foundational knowledge, skills, resources, and guidance to prepare for professional health care standards related to their future discipline within the industry. Emphasis is placed on critical thinking, awareness and identification of resources, communication strategies, and goal setting. Students apply learned face-to-face and electronic networking techniques and tactics to ensure professional readiness along with gaining knowledge of professional standards. Students prepare a professional portfolio and resume, and learn practical interviewing techniques to prepare for entry into/advancement within their chosen discipline-specific health care careers.

HLT 660: Practicum 4 credits

The practicum course is designed to provide students an opportunity to transition from theory to practice. The student reinforces and integrates concepts, principles, and skills gained during coursework that are essential to professional competency. Students are required to complete a minimum of 80 hours of on-site work under close supervision of a faculty member and an on-site preceptor approved by the college or university. Prerequisites: HLT 605 and a release by the college's Office of Field Experience documenting that the following requirements have been completed: Programmatic GPA of 3.0 or higher, site approval, and site supervisor approval.

Human Resources (HRM)

HRM 635: Acquiring, Developing, and Leveraging Human Capital 4 credits

The effective strategic management of human capital is the differentiator of every successful organization. This course examines talent management, workforce diversity, succession planning, employee development and motivation, and performance matrix. This course addresses human resource competencies identified by the Society of HR Management (SHRM). Using the strong strategic HR acumen provided by this course, students will be well-prepared for positions as senior human resources specialists or as general managers. Also LDR 635.

HRM 640: Designing HR for Competitive Advantage 4 credits

Frequent mergers and acquisitions, downsizing, and globalization have increased the complexities of managing human resources. Linking human resource management to the bottom line and decision making is critical for both strategy and business success. This course addresses human resource competencies identified by the Society of HR Management (SHRM). Using the strong strategic HR acumen provided by this course, students will be well-prepared for positions as senior human resources specialists or as general managers.

Health Systems Management (HSM)

HSM 650: Health Systems Management 4 credits

This course examines the status and changes in the health care industry, including vertical integration, health care funding mechanisms, and specialized networks. The course also examines the strategic decisions and managerial skills needed to effectively lead health care organizations. Prerequisite: MGT 604.

HSM 651: Health Care Finance 4 credits

This course provides students with both a macro overview of the principal financial mechanisms in place across the U.S. health care industry and specific insights into the critical financial issues the industry faces. It also emphasizes practical financial analysis skills that have immediate application within the health care industry. Prerequisite: FIN 650.

HSM 653: Ethical Concerns in Health Care 4 credits

This course is an introduction to the challenges of ethical decision-making confronted in the health care industry. Topics include euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns.

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History and Theological Studies (HTH)

HTH 359: Systematic Theology **4 credits**

This course is a systematic study of the major doctrines of the Christian religion, including revelation and the Bible, the Trinity, the doctrine of man, the atonement, salvation and Christian growth, the church and it ordinances, and eschatology, examining the biblical foundation for these teachings and their development over time. The course also discusses the relationship between Christianity and other world religions and the relationship between Christian theology and philosophy. Prerequisites: BIB 351 and BIB 354.

HTH 379: History of Christianity **4 credits**

This course addresses the significant movements and turning points within the church from New Testament times through the Reformation and into modern day America and the world. Special emphasis is given to the ancient Christian church, the church fathers, heresies, monasticism, the Papacy, the practices and problems of the church, the Protestant Reformation, the Catholic Counter-Reformation, and the mission movement—both Catholic and Protestant. Attention is also given to the relationship between Christianity and culture, as Christianity in its geographical expansion through the course of history has interfaced with various cultures ranging from the Jewish world, to the Greco-Roman world, to the barbarian cultures of northern Europe, to the varying cultures encountered as Christianity spread to the New World and then to African and Asian cultures. Prerequisites: BIB 104 and BIB 105.

HTH 469: Contemporary Theology **4 credits**

This course begins with a brief background of the development of Protestant liberal theology starting with Schleiermacher. Then attention is given to the 20th century schools of theological thought: neo-Orthodox, existential, process, theology of hope, Latin American liberation theology, African-American liberation theology, feminist liberation theology, new Catholic theology, theological expressions of Christianity in Africa and Asia, narrative/postmodern approaches to theology, and variations and popular expressions in Protestant theology particularly in America. Even as Christianity must be clothed in various cultures, so the various contemporary theologies attempt to relate theological truth in ways that are relevant to particular cultures or subcultures. In the process of studying each contemporary theology, attention will also be given to how that theology is expressed in cultural clothing. Prerequisite: HTH 359.

HTH 505: Systematic Theology I **4 credits**

This course is an introduction to the study of theological method and the doctrines of revelation, God, humanity, and the world.

HTH 550: Systematic Theology II **4 credits**

This course is a continuation of the study of theology focusing on the doctrines of soteriology, Christology, ecclesiology, and eschatology. Prerequisite: HTH 505.

HTH 655: Christian Worldview and Contextualization **4 credits**

This course is a study of the Christian worldview and other dominant worldviews—religious and secular—and their role in the contextualization of the Christian message and mission. Prerequisites: HTH 505 and HTH 550.

Intercultural Ministries (INT)

INT 244: World Religions **4 credits**

This course is a study of the major contemporary religions of the world including Abrahamic religions, Eastern religions, and other religions. The course covers religious texts, historical background, and current beliefs and practices. Emphasis is given to the ideological foundations of a Christian worldview, a comparison of worldviews, and the application of worldviews within a global society.

INT 454: Christianity and Culture **4 credits**

This course leads students through a cross-cultural study to critically examine the essentials of Christianity as opposed to cultural values that might be considered Christian. Special emphasis is given to comparisons between Western and non-Western cultures, syncretism, and Christianity's expression in cultures other than the United States. Some aspects of cross-cultural communication are also included. Prerequisite: INT 244.

INT 520: Cross-Cultural and Multicultural Ministry **4 credits**

This course is a study of the opportunities and challenges of ministering cross-culturally and multiculturally. Students will consider domestic and international settings.

INT 630: Issues in Urban Ministry **4 credits**

This course is an examination of how the church's mission expresses itself in the urban setting and the ethical implications for decisions made in urban ministry.

Justice Studies (JUS)

JUS 104: Introduction to Justice Studies **4 credits**

This course provides an introduction to the basic components of the criminal justice system in the United States today: corrections, courts, and law enforcement.

JUS 110: Crime and Criminology **4 credits**

This course provides an examination of classic and contemporary theories of crime causation, including psychological and social causes of crime and theories of punishment.

JUS 230: Fundamentals of Criminal Law **4 credits**

This course provides an introduction to criminal liability with an emphasis on the elements of a crime and governmental sanctions of individual conduct as formulated by the legislature and the court system.

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JUS 255: Crime Scene Processing **3 credits**

This course focuses on the logic and critical analysis of assessing and reconstructing crime scenes. Topics covered include the use of techniques such as photography, rough sketch, refined sketch, CAD programs, evidence-based crime scene reconstruction, and thorough report writing. Topics such as evidence processing, maintaining chain of custody, court testimony, and the ethical considerations in forensic work are also covered. Co-requisite: JUS 255L.

JUS 255L: Crime Scene Processing Lab **1 credit**

Students use critical/ logical thinking skills to reconstruct a variety of crime scenes and then record the crime scene using a variety of methods. Accurate presentations of crime scenes are evaluated as a measure of quality assurance and are required for successful completion of the course. Students must refine a crime scene rough sketch to a detailed (refined) sketch and produce a written report of the crime scene processing that occurred. Co-requisite: JUS 255.

JUS 265: Physical Evidence I **3 credits**

Students explore the fundamental applications of forensic science essentials for recovering evidence at the crime scene, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody, and quality assurance with an emphasis on comparative analysis. Prerequisite: JUS 255. Co-requisite: JUS 265L.

JUS 265L: Physical Evidence I Lab **1 credit**

The laboratory section of JUS 265 reinforces and expands learning of principles introduced in the lecture course. The laboratory focuses on collection and analysis of trace evidence, arson and explosive evidence, firearms, and fingerprints. Prerequisite: JUS 255L. Co-requisite: JUS 265.

JUS 275: Physical Evidence II **3 credits**

This course continues the exploration of evidentiary recovery of materials at crime scenes, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody, and quality assurance with an emphasis on analytical analysis. Prerequisite: JUS 265. Co-requisite: JUS 275L.

JUS 275L: Physical Evidence II Lab **1 credit**

The laboratory section of JUS 275 reinforces and expands learning of principles introduced in the lecture course. The laboratory exercise focuses on collection and analysis of tool-mark evidence, impression evidence, questioned documentary evidence, blood spatter, odontology, entomology, DNA, and toxicology evidence. Prerequisite: JUS 265L. Co-requisite: JUS 275.

JUS 250: Critical Issues in Criminal Justice **4 credits**

This course provides an examination of issues relating to justice policies, perspectives, techniques, roles, institutional arrangement, management and administration, use of research, and innovative patterns. Prerequisites: JUS 104 and JUS 110.

JUS 320: The Police Function **4 credits**

This course provides an examination of the objectives, strategies, tactics, programs, roles, perspectives, public perception, and interagency relationships of the police.

JUS 325[Δ]: The Adjudication Function **4 credits**

This is a writing-intensive course emphasizing the objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts.

JUS 330: The Correctional Function **4 credits**

This course provides an examination of the objectives, strategies, programs, roles, perspectives, and interagency relationships of correctional agencies.

JUS 347*: Crime Scene Reconstruction and Recording **2 credits**

Students use logical thinking skills to reconstruct a crime scene and then record the crime scene using a variety of methods to include: photography, rough sketch, refined sketch, CAD programs and thorough report writing. Accurate presentations of crime scenes are required for successful completion. Prerequisites: JUS 333 and JUS 33L. Co-requisite: JUS 347L.

JUS 347L*: Crime Scene Reconstruction and Recording Lab **1 credit**

A lab course designed to support JUS 347, Crime Scene Reconstruction and Recording. Co-requisite: JUS 347L.

JUS 351*: Practical Criminalistics II **2 credits**

This course continues the exploration of evidentiary recovery of materials at crime scenes. Prerequisites: JUS 321 and JUS 321L. Co-requisite: JUS 351L.

JUS 351L*: Practical Criminalistics II Lab **1 credit**

Students collect and analyze tool-mark evidence, impression evidence, questioned documentary evidence, blood spatter, and toxicology evidence. Co-requisite: JUS 351.

JUS 355: Physical Evidence I **3 credits**

Students explore the fundamental applications of forensic science essentials for recovering evidence at the crime scene, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody, and quality assurance with an emphasis on comparative analysis. Co-requisite: JUS 355L.

JUS 355L: Physical Evidence I Lab **1 credit**

The laboratory section of JUS 355 reinforces and expands learning of principles introduced in the lecture course. The laboratory focuses on collection and analysis of trace evidence, arson and explosive evidence, firearms, and fingerprints. Co-requisite: JUS 355.

JUS 365: Physical Evidence II **3 credits**

This course continues the exploration of evidentiary recovery of materials at crime scenes, methods for analysis of evidence at the scene and in the crime laboratory, maintaining a chain of custody,

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and quality assurance with an emphasis on analytical analysis. Prerequisite: JUS 355. Co-requisite: JUS 365L.

JUS 365L: Physical Evidence II Lab **1 credit**

The laboratory section of JUS 365 reinforces and expands learning of principles introduced in the lecture course. The laboratory exercise focuses on collection and analysis of tool-mark evidence, impression evidence, questioned documentary evidence, blood spatter, odontology, entomology, DNA, and toxicology evidence. Prerequisite: JUS 355L. Co-requisite: JUS 365.

JUS 375: Crime Scene Processing and Evidence **3 credits**

This course focuses on the logic and critical analysis of assessing and reconstructing crime scenes. Topics covered include the use of techniques such as photography, rough sketch, refined sketch, CAD programs, evidence-based crime scene reconstruction, and thorough report writing. Topics such as evidence processing, maintaining chain of custody, court testimony, and the ethical considerations in forensic work are also covered. Co-requisite: JUS 375L.

JUS 375L: Crime Scene Processing and Evidence Lab **1 credit**

Students use critical/ logical thinking skills to reconstruct a variety of crime scenes and then record the crime scene using a variety of methods. Accurate presentations of crime scenes are evaluated as a measure of quality assurance and are required for successful completion of the course. Students must refine a crime scene rough sketch to a detailed (refined) sketch and produce a written report of the crime scene processing that occurred. Co-requisite: JUS 375.

JUS 430: Criminal Law **4 credits**

This course provides an introduction to criminal liability with an emphasis on the elements of a crime and governmental sanctions of individual conduct as formulated by the legislature and the court system.

JUS 435: Criminal Procedure **4 credits**

This course is a study of the procedural process from a constitutional perspective as it relates to due process in the context of crime control.

JUS 442: Terrorism's Impact on Emergency Management **4 credits**

This course examines the historical and political impact of terrorism on emergency management, including examples of terrorist activity, a summary of federal government efforts, and media coverage of terrorism. Equivalent to EMM 442.

JUS 452: Juvenile Delinquency and Justice **4 credits**

This course is an exploration of causes and responses to juvenile crime viewed through the prism of evolving societal perspectives on the criminal culpability of youth. Prerequisite: JUS 250.

JUS 460: Ethics in the Criminal Justice System **4 credits**

This course conducts an in-depth examination of the subculture created in the American justice system. Police subculture, corrections subculture, and the culture of the courtroom workgroup are explored from the perspective of a participant. Prerequisite: JUS 250.

JUS 497: Internship in Justice Studies (Retired) **4 credits**

Placement of student in a criminal justice or related agency to further the student's integration of theory with practice. Prerequisites: Junior or senior status and 15 credits of JUS courses.

JUS 499: Independent Study **1–4 credits**

This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

JUS 505: Critical Issues in Criminal Justice **4 credits**

This course expands the student's understanding of the scope of criminological theories focused through contemporary peer-reviewed resources.

JUS 510: Research Methods **4 credits**

This course provides a fundamental analysis of research and a methodological evaluation of criminal justice topics. This course familiarizes students with aspects of statistical analysis and research design relevant to today's justice environment using both quantitative and qualitative methods. Additionally, coverage is provided for use of research design in community action.

JUS 515: Organizational Behavior and Leadership in Criminal Justice **4 credits**

This course explores contemporary law enforcement management by examining personality, values, groups, power dimensions, decision making, conflict management, change, and organization development.

JUS 520: Restorative Justice **4 credits**

This course compares and contrasts traditional goals of punishment (rehabilitation, incapacitation, retribution, and deterrence) with the concepts of restorative justice. Topics include community service, victim assistance, victim-offender mediation, and restitution. Restorative justice seeks a balance between the need to rehabilitate offenders while executing a duty to protect the public.

JUS 521: Criminal Investigations **4 credits**

This course enhances students' understanding of criminal investigative procedure, collection and preservation of evidence, chain of custody concerns, computer forensics, investigative jurisdiction, administration, and use of information gathering techniques.

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JUS 524: Terrorism and Homeland Security **4 credits**

This course provides insight into the historical causes, strategies, and tactics of terrorism, as well as counterterrorism planning and utilization of law enforcement assets to prevent, detect, and deter acts of terrorism. Also covered are constitutional issues regarding terrorism suspects, long-term detention, financial embargoes of private funds, and other issues pertinent to the modern political climate.

JUS 531: Constitutional Issues in Criminal Justice **4 credits**

This course conducts an in-depth analysis of both historic and contemporary questions of constitutional rights. Provided is an understanding of the powers of the federal courts, Congress, and the president; an examination of the doctrines of separation of power and federalism; and discussion regarding some of the limitations that the Constitution imposes on state powers. Topical coverage also includes the takings and contracts clauses, due process, freedom of speech, freedom of religion, and equal protection.

JUS 610: Forensic Psychology **4 credits**

This course provides an objective study of the many roles psychology plays in the legal system, including expert witnesses, criminal profilers, and trial consultants for jury selection and child custody hearings.

JUS 615: Critical Issues in Criminal Justice (Retired) **4 credits**

This course expands the student's understanding of the scope of criminological theories focused through contemporary peer-reviewed resources.

JUS 618: Ethics and Liability for Policing and Corrections **4 credits**

This course explores the subcultures created by police and correctional officers. Topics include the need for building a subculture of mutual support and survival in a dangerous profession, dilemmas of new officers entering corrupt departments, and ways administrators can help police and correctional officers rediscover their community.

JUS 620: Exploration of Law and Public Policy **4 credits**

This course explores the interrelatedness of law and socioeconomic concerns and attempts to generate a holistic perspective of society and social control for those charged with the administration of justice.

JUS 630: International Law **4 credits**

This course addresses the issue of international law in an increasingly interconnected world. The course explores the procedural workings of various international and regional organizations regarding public international law.

JUS 635: Legal Research **4 credits**

This course teaches students how to do legal research using both hardcopy and electronic resources. Presented from the perspective of a law specialist working for a client, this course allows students to consider a client's legal issues and to discover how to locate resources that address the problem, including statutes, regulations, court orders, court decisions, and secondary sources.

JUS 651: Capstone **4 credits**

This course is taken in the final term of the graduate program. It focuses on professional portfolio development and a final written proposal by the graduate. The portfolio will contain the graduate's curriculum vitae, exemplars of writing from graduate courses, a statement of criminal justice philosophy, a 5-year plan for professional goals, and a research topic paper/written proposal.

A final written proposal must focus on how the graduate will use the totality of the learning experience to examine and improve the criminal justice system at the federal, state, county, or city level. The proposal must exhibit adequate research, coordination within the extant layers of justice policy, realistic consideration of available resources, and a reasonable timeline of benchmarks.

JUS 652: Capstone **2 credits**

This course is taken in the final term of the graduate program. It focuses on professional portfolio development and a final written proposal by the graduate. The portfolio will contain the graduate's curriculum vitae, exemplars of writing from graduate courses, a statement of criminal justice philosophy, a 5-year plan for professional goals, and a research topic paper/written proposal.

A final written proposal must focus on how the graduate will use the totality of the learning experience to examine and improve the criminal justice system at the federal, state, county, or city level. The proposal must exhibit adequate research, coordination within the extant layers of justice policy, realistic consideration of available resources, and a reasonable timeline of benchmarks.

Latin (LAT)

LAT 101: Elementary Latin I **3 credits**

This course builds a foundation in grammar, syntax, reading, translation, and prose composition through the use of a textbook and classroom practice.

LAT 101L: Elementary Latin I Lab **1 credit**

A lab course designed to complement and support the principles learned in LAT 101 through listening, pronunciation, and group discussion.

LAT 102: Elementary Latin II **3 credits**

This course continues to build upon a foundation in grammar, syntax, reading, translation, and prose composition through the use of a textbook and classroom practice. Prerequisite: LAT 101, LAT 101L

LAT 102L: Elementary Latin II Lab **1 credit**

A lab course designed to complement and support the principles learned in LAT 102 through listening, pronunciation, and group discussion. Prerequisite: LAT 101, LAT 101L

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Leadership (LDR)

LDR 461: Professional Applications in Service Learning I **1 credit**

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 10 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR 462: Professional Applications in Service Learning II **2 credits**

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 20 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR 463: Professional Applications in Service Learning III **3 credits**

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 30 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR 600: Leadership Styles and Development **4 credits**

This course explores the nature of business leadership models and theories, examines these models through a broad variety of insights and viewpoints, and provides a description and analysis of these approaches to leadership, giving special attention to how the models can improve leadership in real-world organizations.

LDR 610: Power, Politics, and Influence **4 credits**

This course focuses on sources and types of power and specific tactics for becoming an empowering leader. Issues include organizational politics, influence tactics, and succession planning. Students learn how transactional leaders can become transformational leaders.

LDR 615: Organizational Development and Change **4 credits**

This course is an exploration of the behavioral forces and relationships that influence organizational effectiveness and change. Topics include the study of intervention strategy and application skills.

LDR 620: Leading as a General Manager **4 credits**

This course is designed to prepare leaders for the cross-functional complexities inherent in organizational life. Students develop an advanced skill set enabling effective leadership in each of the major organizational functions (marketing, finance, human resource management, information systems, and operations management). The course explores methods of evaluating alternatives to make effective decisions.

LDR 625: Organizational Culture and Team Leadership **4 credits**

This course equips students to fully understand the complexities of organizational systems and cultures, the ways in which these forces manifest themselves, and the means by which leaders intentionally impact the shape that these forces take in their organizations. Additionally, this course covers team dynamics, group processes, and strategies for designing and supporting teams in the workplace.

LDR 630: Servant Leadership **4 credits**

This course focuses on servant leadership, how a servant leader is different from other leaders, and how focusing on the needs of others can create interdependency rather than dependency in organizations.

LDR 635: Acquiring, Developing, and Leveraging Human Capital (Retired) **4 credits**

The effective strategic management of human capital is the differentiator of every successful organization. This course examines talent management, workforce diversity, succession planning, employee development and motivation, and performance matrix. This course addresses human resource competencies identified by the Society of Human Resource Management (SHRM). Using the strong strategic HR acumen provided by this course, students become well-prepared for positions as senior human resources specialists or as general managers. Also HRM 635.

LDR 640: Leadership and Innovation **4 credits**

This course provides students with an understanding of various models of problem solving and the ability to apply them, as well as knowledge of various techniques, strategies, and skills appropriate for creative and innovative thinking.

LDR 645: Cross-Cultural Communication **4 credits**

This course examines leadership communication in a cross-cultural setting and seeks to increase participants' overall communication skills. The importance of understanding key audiences is analyzed, including connecting and communicating with important stakeholders, communicating change, communicating during a crisis, and framing a leadership message.

LDR 661: Professional Applications in Service Learning I **1 credit**

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 10 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR 662: Professional Applications in Service Learning II **2 credits**

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 20 hours of volunteer service,

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students develop leadership skills and a practical connection to their field of study.

LDR 663: Professional Applications in Service Learning III **3 credits**

Students participate in discipline-specific service-learning opportunities designed to promote critical reflection. By engaging in their chosen field through 30 hours of volunteer service, students develop leadership skills and a practical connection to their field of study.

LDR 800: Ethical Dilemmas and Stewardship **3 credits**

This course examines multiple ethical frameworks, principles, and theories as they apply to the study and practice of leadership. Corporate social responsibility is addressed from the perspective of ethical decision making. Prerequisite: RES 811.

LDR 802: Progressions in Leadership Thought **3 credits**

This course provides an overview of seminal leadership theories and models. Learners focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research. Prerequisite: RES 811.

LDR 804: Leading Across Cultures **3 credits**

This course explores the opportunities and challenges facing leaders in the global environment. The course topics focus on aspects of leading global and diverse workforces, and on theories of leadership and leadership development in diverse and global cultures. Prerequisite: RES 861 or RES 866.

LDR 805: Innovation: The Last Frontier of Competitive Advantage **3 credits**

In the face of rapidly changing customer needs, the importance of innovation to the survival of businesses cannot be overemphasized. Innovation has become the fundamental source of competitive advantage and new value for companies facing the threat of extinction. The purpose of this course is to develop an understanding of the leadership skills and capabilities required to foster, lead, and sustain innovation in organizations operating under either the "steady state" or change environment. The fundamental role of leadership in the innovation process is explored by evaluating the relationship between key leadership and innovation theories.

LDR 809: Servant Leadership **3 credits**

This course examines the essence of what makes servant leadership distinct from other styles of leading. The focus on the needs of others rather than self, leading without ego, and creating interdependence rather than dependency are examples of topics that will be examined. The pathway to becoming a servant leader will also be explored, including the concept that one chooses to serve first and then is compelled to lead in order to fulfill that service.

LDR 825: Strategic Planning and Change **3 credits**

This course provides an overview of the impact of leadership and the effects of behaviors on the formulation and execution of strategy within an organization. Topics include the increasing importance of resilience and change in today's global and turbulent economy. Prerequisite: RES 861 or RES 866.

Music Applied Piano (MAP)

MAP 118: Private Piano Study I **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP 120: Private Piano Study Majors I **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 128: Private Piano Study II **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP 130: Private Piano Study Majors II **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 218: Private Piano Study III **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP 220: Private Piano Study Majors III **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 230: Private Piano Study Majors IV **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 250: Private Piano Study IV **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP 318: Private Piano Study V **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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MAP 320: Private Piano Study Majors V **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 330: Private Piano Study Majors VI **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 350: Private Piano Study VI **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP 420: Private Piano Study Majors VII **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 430: Private Piano Study Majors VIII **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MAP 450: Private Piano Study VII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MAP 451: Private Piano Study VIII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

Mathematics (MAT)

MAT 110: Basics of Algebra **4 credits**

This course is designed to build student understanding of and skill in basic mathematical concepts. Students learn to complete mathematical operations involving fractions, decimals, percents, real numbers, and exponents. Mathematical concepts such as the order of operations and rules for simplifying expressions and polynomials are explored. Students are introduced to algebraic concepts such as solving and graphing linear equations and inequalities, systems of equations, rules of exponents, functions, and operations on polynomials in preparation for applying algebraic concepts.

MAT 134: Applications of Algebra **4 credits**

This course explores applications of algebraic concepts. Integers, fractions, decimals, percents, and ratios are studied within the real and complex number systems. Students learn to solve linear equations and inequalities; rational and exponential expressions; linear systems; and quadratic, exponential, and logarithmic equations. Estimation techniques and principles of number theory are explored. Emphasis is placed on developing students' understanding of number representation and skill in the application of numerical operations to solving real-world problems. Prerequisite: Grade of C or better in MAT 110 or 2 years of high school algebra with a grade of C or better.

MAT 150: Mathematics for Elementary Teachers I **4 credits**

This is the first in a two-course sequence designed for prospective elementary school teachers. Concepts include set theory, functions, numeration systems, number theory and properties of the natural numbers, integers, rational numbers, ratios, proportions, decimals, and percents, with an emphasis on problem solving and critical thinking. Prerequisites: Grade of C or better in MAT 134 or 3 years of high school algebra with a grade of C or better.

MAT 151: Mathematics for Elementary Teachers II **4 credits**

This is the second in a two-course sequence designed for prospective elementary school teachers. Concepts include elementary probability, data analysis, descriptive statistics, geometry of shapes in two and three dimensions, congruence and similarity, measurement, and geometric transformations, with an emphasis on problem solving and critical thinking. Prerequisite: MAT 150.

MAT 250: College Algebra and Trigonometry **4 credits**

This course is a unified study of fundamental concepts from algebra and trigonometry that provide the necessary background for the study of calculus. Topics include modeling linear equations and inequalities; functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and inequalities; matrices and determinants; and conic sections. There is an emphasis on developing both a fundamental understanding of these concepts as well as their application to real-world problem solving. Prerequisites: Grade of C or better in MAT 134 or 3 years of high school algebra with a grade of C or better.

MAT 260: College Geometry **4 credits**

This course is an introduction to Euclidean geometry and mathematical proofs, including theorems and proofs, set theory, logic, congruent and similar polygons, circles, geometric constructions, areas, volumes, geometric loci, elementary logic, and deductive reasoning. Prerequisite: Grade of C or better in MAT 134 or 3 years of high school algebra with a grade of C or better.

MAT 274: Probability and Statistics **4 credits**

This course provides an introduction to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Prerequisites: Grade of C or

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better in MAT 134 or 1 year of high school algebra with a grade of C or better.

MAT 310: College Geometry (Retired) 3 credits

A course in the technique of construction and the procedure of proofs of common geometric figures, particularly adapted to the needs of future teachers of high school mathematics. A brief introduction to non-Euclidean geometry is also included.

MAT 320: Technology in the Mathematics Curriculum (Retired) 3 credits

A study of the use of computers, calculators, and graphing utilities in the mathematics classroom, with an emphasis on problem solving. Educational hardware and commercial software are introduced. Applications of selected programming languages to the teaching of mathematics will be discussed.

MAT 351: Calculus for Biomedical Sciences 4 credits

This course is intended for health science majors and develops the concepts of calculus through a wide variety of biological and medical applications. Topics include an in-depth study of limits, continuity, the derivative and its applications, integrals, techniques of integration, and applications of integration. These concepts are examined through algebraic and transcendental functions of a single variable. An introduction to algebraic functions of several variables and a qualitative analysis of solutions of first-order differential equations are also provided. Application areas include mathematical physiology, pharmacology, cell biology, and population biology. Prerequisites: Grade of C or better in MAT 250 or college algebra.

MAT 352: Calculus and Analytic Geometry I 4 credits

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, and derivatives of algebraic, transcendental, and inverse functions; applications of the derivative; and integrals of algebraic and transcendental functions of one variable, with applications. Prerequisite: MAT 250.

MAT 353: Calculus and Analytic Geometry II 4 credits

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, further techniques of integration, indeterminate forms, L'Hopital's Rule, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Prerequisite: MAT 352.

MAT 373: Differential Equations (Retired) 3 credits

A study of the methods of solution of ordinary differential equations and their applications including the theoretical development of the methods. Prerequisite: MAT 272.

MAT 410: Math PRAXIS Preparation (Retired) 3 credits

Arithmetic, basic algebra, geometry and measurement, functions and their graphs, data probability, statistical concepts, discrete mathematics, and problem-solving exercises are the topics covered to prepare students for the PRAXIS test in Middle School Mathematics.

MAT 495: Mathematics Capstone (Retired) 3 credits

The professional capstone project needs to reflect synthesis and integration of course content and professional practice. This course provides a structured way to organize facts, information, and ideas from the math content area. Theoretical concepts from the major will be discussed by critically analyzing and evaluating ideas relating to a practical application process.

Brass Instruments (MBE)

MBE 113: Private Applied Instruction Secondary I 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 115: Private Applied Instruction I 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE 123: Private Applied Instruction Secondary II 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 125: Private Applied Instruction II 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE 213: Private Applied Instruction Secondary III 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 215: Private Applied Instruction III 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE 223: Private Applied Instruction Secondary IV 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 225: Private Applied Instruction IV 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

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MBE 313: Private Applied Instruction Secondary V 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 315: Private Applied Instruction V 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE 323: Private Applied Instruction Secondary VI 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 325: Private Applied Instruction VI 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE 413: Private Applied Instruction Secondary VII 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 415: Private Applied Instruction VII 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MBE 423: Private Applied Instruction Secondary VIII 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MBE 425: Private Applied Instruction VIII 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

Medical Imaging (MDI)

MDI 304V: Medical Imaging in the Digital Environment 3 credits

This course presents an introduction to medical imaging in the digital environment. Included is the history of computers in radiography and a look into the future of digital imaging. Subjects covered are equipment, interface standards, networking and interfacing, RIS, computed radiography, PACS, image processing and quality, functions and parameters, and practical experiences. At the end of this course, the student should be able to discuss the subject of digital medical imaging and continue on to advanced imaging modality studies.

MDI 410V: Critical Patient Care in Medical Imaging 3 credits

In this course, critical procedures such as advanced cardiac life saving skills, treatment of reactions to contrast media, and physiological monitoring and recording are presented.

MDI 424V: Quality Management in Medical Imaging 3 credits

This course is designed to provide the basics of imaging system selection and architectural design of an advanced imaging facility. Discussions regarding staffing needs and staff education are included.

Music Education (MED)

MED 003: Music Educator's National Conference 0 credits

The Music Educator's National Conference Collegiate Membership gives the students an opportunity for professional development while still in school. It is expected the benefits will accrue both to the students and to the professional organization as the students gain an understanding of the practices of the professional music educator.

MED 200: Instrumental Techniques: Low Brass 1 credit

This course is a practical study of low brass instruments in which students learn to play, care for, and teach each instrument.

MED 205: Instrumental Techniques: High Brass 1 credit

This course is a practical study of high brass instruments in which students learn to play, care for, and teach each instrument.

MED 210: Instrumental Techniques: Clarinet and Saxophone 1 credit

This course is a practical study of the clarinet and saxophone in which students learn to play, care for, and teach each instrument.

MED 215: Instrumental Techniques: Double Reeds and Flutes 1 credit

This course is a practical study of flute and double reed instruments in which students learn to play, care for, and teach each instrument.

MED 220: Marching Band Techniques 1 credit

This course is a practical study of organizing and training marching bands for high schools and at the collegiate level.

MED 225: Instrumental Techniques: Percussion 1 credit

This course is a practical study of percussion instruments in which students learn to play, care for, and teach each instrument.

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MED 232: Woodwind Instrument Class **1 credit**

A practical study of the high and low woodwind instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

MED 241: Brass Instrument Class **1 credit**

A practical study of the high and low brass instruments. The student learns to play, care for and teach each instrument. Prerequisite: Sophomore status.

MED 251: Percussion Instrument Class **1 credit**

Same format as MED 241, except pertaining to percussion instruments. Prerequisite: Sophomore status.

MED 252: String Instrument Class **1 credit**

A practical study of the high and low string instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

MED 320: Technology for Music Educators **2 credits**

Students will study and utilize a variety of music technologies such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in classroom to meet the needs of a diverse student population.

MED 360: Music Methods and Assessment in the Elementary School **4 credits**

This course is a study and demonstration of methods and materials for the first six grades. A study is made of activities implemented with each grade level. Lesson plans are prepared. Students visit classrooms to observe teaching situations. Practicum hours: 30. Prerequisite: MUS 275.

MED 370: Music Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the music program in junior and senior high schools. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Practicum hours: 30. Prerequisite: MUS 450.

MED 410: Advanced Rehearsal Techniques **2 credits**

This course is a study of advanced problems in rehearsing and conducting at the high school level and an examination and analysis of the prevailing instrumental philosophies, including performance techniques and score preparation.

MED 480A: Student Teaching: Elementary Music **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites for A: One of the following combinations: 1) Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or *Praxis I* ® (Basic Skills) and *Praxis II* ® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA).

MED 480B: Student Teaching: Secondary Music **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching. Prerequisites for B: One of the following combinations: 1) Successful completion of all courses in the Program of Study, a 2.8 GPA, and approval and placement by the Office of Field Experience and Certification; or 2) Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or *Praxis I* ® (Basic Skills) and *Praxis II* ® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA).

MED 481A: Student Teaching: Secondary Music Session A **6 credits**

Teacher candidates are required to fulfill a 16-week internship experience in a secondary classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, professional preparation, and curriculum development, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites for A: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state-mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

MED 481B: Student Teaching: Secondary Music Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: MED 481A.

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Music Ensemble (MEN)

MEN 111: Canyon Singers **1 credit**

A vocal ensemble open to all students at Grand Canyon University with the conductor's approval. Choral literature from all stylistic periods will be performed. This ensemble is designed to provide a quality performance experience for music majors and non-majors alike. Strong emphasis is placed on individual commitment to the ensemble.

MEN 120: Gospel Choir **1 credit**

Every semester. Vocal ensemble drawn from the student body. Music includes a broad range of Christian Gospel literature. Strong emphasis is placed on individual commitment to the ensemble. Performances required. Does not fulfill General Education Fine Arts requirement.

MEN 122A: Choral Ensemble 1A **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN 122B: Choral Ensemble 1B **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN 139A: Wind Ensemble 1A **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

MEN 139B: Wind Ensemble 1B **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

MEN 222A: Choral Ensemble 2A **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN 222B: Choral Ensemble 2B **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN 239A: Wind Ensemble 2A **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

MEN 239B: Wind Ensemble 2B **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

MEN 322A: Choral Ensemble 3A **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN 322B: Choral Ensemble 3B **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN 339A: Wind Ensemble 3A **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

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MEN 339B: Wind Ensemble 3B **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

MEN 422A: Choral Ensemble 4A **0 credits**

This course gives students opportunities to develop their musical skills through the rehearsal and performance in a choral ensemble, including Choral Union, Grand Canyon Singers, New Life, and University Chorale. Participation in these groups is determined by audition.

MEN 439A: Wind Ensemble 4A **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

MEN 439B: Wind Ensemble 4B **0 credits**

Wind Ensemble is made up of music majors, minors, and students from other disciplines. Musicians are provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. Wind Ensemble also offers nonmusic majors an avenue in which to continue making music throughout their college careers. The literature performed is selected from the finest contemporary and traditional repertoire. Prerequisite: Instructor's permission/audition.

Marriage and Family Therapy (MFT)

MFT 519: Human Sexuality **3 credits**

This course examines human sexuality and systems of sexual therapy. Psychological, biological, social, and moral perspectives on sexual development and functioning will be examined.

MFT 536: Aging and Long-Term Care (Retired) **1 credit**

This course provides an understanding of the nature of aging and the elderly. Theories and strategies for facilitating optimum care of the elderly will be addressed. Mental health, the role of drug/alcohol addiction abuse, and family issues will be addressed. To be taken concurrently with MFT 537 and MFT 538.

MFT 537: Spousal or Partner Abuse Assessment, Detection, and Intervention Strategies (Retired) **1 credit**

This course examines therapy and other treatment strategies for couples and individuals in abusive and/or violent relationships. The legal and ethical issues, the role of drug and/or alcohol addiction and/or abuse, and children in families where domestic violence and abuse occur will be addressed. To be taken concurrently with MFT 536 and MFT 538.

MFT 538: Child Abuse Assessment and Reporting (Retired) **1 credit**

This course examines child abuse assessment and reporting. Specific California child abuse assessment and reporting codes will be examined. To be taken concurrently with MFT 536 and MFT 537.

Management (MGT)

MGT 240: Introduction to Management **4 credits**

This introductory course deals with management and the basic management processes and functions. It focuses on real-world management situations concerned with planning, organizing, leading, and controlling, the work of the organization.

MGT 410: Servant Leadership **4 credits**

This course focuses on servant leadership and ethical leadership, explores how servant leadership is different from other styles of leadership, and examines how this connects to ethics, accountability, and being a responsible leader. Also PSC 410.

MGT 420: Organizational Behavior and Management **4 credits**

Drawing upon real-world management situations, this course is a study of individual and group behavior in organizations through detailed coverage of the functions of management, individual differences/diversity, leadership, motivation, decision making, organizational design, and organizational change and development. Emphasis is placed on how an understanding of organizational behavior leads to effective management practice. Also PSC 420.

MGT 434: Human Resources **4 credits**

This course is a study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisite: MGT 420. Also AMP 434.

MGT 455: Production/Operations Management **4 credits**

This course provides an introduction to designing, planning, operating, and controlling production systems. Emphasis is on managerial concepts and strategies relating to the management of operations in both manufacturing and service environments.

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Quantitative and qualitative methods and tools are introduced and applied. Prerequisite: BUS 352.

MGT 492: Organizational Change and Development **4 credits**

This course provides an overview of approaches to organizational development with an emphasis on the practical aspects of changing organizations to improve effectiveness. Also AMP 492.

MGT 605: Leadership and Organizations **4 credits**

The purpose of this course is to introduce students to the Ken Blanchard College of Business, key concepts of leadership, and an overview of how the science of organizational behavior contributes to effective leaders and managers.

MGT 615: Organizational Change **4 credits**

Organizational leaders are, by default, change agents. As such, contemporary leaders must proactively lead change throughout their organizations to ensure long-term organizational development, viability, and success. This course involves detailed study of various change management and organizational development models, theories, and methodologies. Students explore applications of the various theories to case studies, as well as their current professional settings.

MGT 630: Leading Self **3 credits**

This course is designed to prepare EMBA students as they strengthen important leadership skills and develop a personal leadership vision. The course combines knowledge and application by examining the results of leadership research and how it can be used to develop a clear sense of purpose of leadership, increase leadership communication skills, and deepen awareness of personal leadership styles. Case studies, discussions, exercises, guest speakers, and videos are used to address the challenges of leadership. The disciplines covered in this course include leadership, visioning, emotional and cultural intelligence, and communications.

MGT 635: Leveraging Human Capital **3 credits**

This course presents the perspective that management of human capital is the responsibility of every manager/leader throughout the organization. Talent management, succession planning, employee development and motivation, and performance management and metrics are examined. Additional topics include workforce diversity, contracting within the global 21st century environment, and the challenges inherent in virtual and cross-functional teams. Methods for building and sustaining human capacity and knowledge assets to increase corporate value are examined.

MGT 636: Leading Others **3 credits**

This course provides the structure and direction for teams to remain focused on a common goal to achieve a common result. Using research-validated evaluation methods, the course documents how to accomplish the team's purpose by creating buy-in and increasing commitment for task accomplishment. The concepts and methods of promoting partnership and trust among team members are explored and a solid foundation for building high-performing teams is constructed. The concept of servant leadership is also explored through the study of role models throughout history and today.

MGT 639: Strategic Advantage Within the Global Economy **3 credits**

This course examines the global competitive landscape in which firms operate. An examination of CEOs and how they have successfully seized growth opportunities in unexpected ways provides an actuarial perspective. The international political and economic environment is also examined to ensure familiarity with larger scale shifts occurring within the global economy that impact growth strategies.

MGT 642: Leading Organizations **3 credits**

This course focuses on transformational leadership and the themes of organizational culture and leading change. Transformational leaders must be able to grasp the need for change and effectively define and communicate that change to their stakeholder groups. This course examines how and why change efforts get derailed, why people resist change, and how leaders can overcome these challenges. Specifically, the real-life lessons learned by a number of CEOs are examined and discussed. The course also introduces strategies on how to build and sustain a resilient corporate culture that thrives on change and supports the ongoing implementation of change efforts.

MGT 655: Operations Management **4 credits**

Operations Management examines managerial concepts and strategies relating to the management of operations in both manufacturing and service environments. Emphasis is placed on methods to streamline and drive inefficiencies out of a firm's internal processes to build a highly efficient organization. The course also focuses on external processes by examining ways to achieve greater supply chain integration with suppliers and customers. Quantitative and qualitative methods and tools are introduced and applied. Prerequisite: SYM 506.

MGT 660: Strategic Management **4 credits**

This course emphasizes the definition, formulation, and execution of strategy within organizations. It analyzes the effects on corporate strategy of the rapid shift to a multipolar and complex global marketplace. This course focuses on innovative strategy and leadership and its impact on the quest for customers and key stakeholders. This course also stresses the growing importance of management of intangible assets and organizational alignment with the view to gaining a sustainable competitive advantage over global rivals. Finally, this course integrates the creation of a very structured and comprehensive assignment (creation of a market entry or market expansion or diversification, or M&A plan) that address competencies such as Critical Thinking, Leadership, Effective Communication and Global Awareness, and Business Domains such as Marketing, Management, HR, Operations, Finance and Accounting. Prerequisites: ACC 650, FIN 650, MGT 605, and MKT 607.

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MGT 805: Designing Organizational Structures 3 credits

This course examines the foundational considerations of organizational design and the relationship between design and structures. It presents the key considerations relevant in designing and structuring the optimal organization. The theoretical foundations for such decisions are also presented.

MGT 810: Intellectual Capital in a Learning Organization 3 credits

This course explores the need to leverage intellectual capital and the human relations movement. Students focus on ways to manage knowledge and intellectual capital.

MGT 815: Managing Stakeholder Relationships 3 credits

In this course, students explore the needs of internal and external stakeholders and their interdependence. They focus on balancing stakeholders' interests while cultivating a mindset that is sensitive to cultural, legal, and ethical differences as well as social responsibility.

MGT 820: Using Business Analytics for Competitive Advantage 3 credits

Students research the emerging use of business analytics in organizations. Through exploration of the available tools and models, this course demonstrates how analytics can be used for competitive advantage.

Percussion Instruments (MIE)

MIE 113: Private Applied Instruction Secondary I 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE 115: Private Applied Instruction I 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE 123: Private Applied Instruction Secondary II 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE 125: Private Applied Instruction II 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE 213: Private Applied Instruction Secondary III 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE 215: Private Applied Instruction III 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE 223: Private Applied Instruction Secondary IV 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE 225: Private Applied Instruction IV 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE 313: Private Applied Instruction Secondary V 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE 315: Private Applied Instruction V 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE 323: Private Applied Instruction Secondary VI 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE 325: Private Applied Instruction VI 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE 413: Private Applied Instruction Secondary VII 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MIE 415: Private Applied Instruction VII 2 credits

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MIE 423: Private Applied Instruction Secondary VIII 1 credit

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

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MIE 425: Private Applied Instruction VIII **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

Christian Studies (MIN)

MIN 350[Δ]: Spiritual Formation for Christian Leaders **4 credits**

This writing-intensive course is a study of the basic disciplines of Christian discipleship, focusing on the formation of character, values, disciplines, and habits, especially related to the inner development of spirituality. The study makes use of some of the Christian devotional classics. Beyond personal spiritual development, this course addresses students' preparation for being spiritual leaders, encouragers, and/or disciplers of others. Prerequisites: BIB 104 and BIB 105.

MIN 360: Communication in Ministry **4 credits**

This course helps students gain skills in biblical exegesis and the teaching of biblical principles. Emphasis is placed upon developing students' ability to teach the Bible, use technology in communication, and apply effective interpersonal communication skills within various settings. Prerequisite: BIB 355.

MIN 505: Spiritual Formation and Mentoring **4 credits**

This course is a study of spiritual growth focusing on students' own spiritual formation and application through mentoring of others.

MIN 520: The Work of the Pastor **4 credits**

This course is a study of the daily practice of pastoral ministry and the ethical issues that arise in the context of leading in ministry.

MIN 530: Youth Issues and Crises **4 credits**

This course provides a holistic approach to youth ministry within the larger context of families, schools, etc., including the ethical implications to be considered in youth ministry.

MIN 615: Spiritual Formation and Mentoring (Retired) **4 credits**

This course is a study of spiritual growth focusing on students' own spiritual formation and application through mentoring of others.

MIN 630: Mentoring and Counseling Youth **4 credits**

This course is a study of techniques used in mentoring and providing a pastoral counseling ministry among youth.

MIN 670: Homiletics **4 credits**

This course is a study of the techniques involved in preaching, including techniques for appropriate contextualization of the Christian message and preparation and delivery of sermons. Prerequisite: BIB 650.

MIN 807: Disciple Making in the Leadership Context **3 credits**

The course examines the role of leadership in the disciple-making process. The interrelationship of disciples and volunteers is discussed. Prerequisite: RES 850.

MIN 812: Theology of Leadership **3 credits**

This course provides an overview of the theories, theorists, and theology of leadership. Change management in ministry is addressed through the lenses of these theories and theology. Prerequisite: RES 850.

MIN 817: Christian Ministry and Culture **3 credits**

The intersection of Christian ministry and culture is the primary focus of this course. Contextualization is explored as a means for the Church to remain relevant to the culture and community in order to bring about enduring change. Prerequisite: RES 861.

MIN 822: Trends and Issues in Christian Ministry **3 credits**

Contemporary Christian ministry faces a set of challenges that are often unique to postmodern culture. This course explores those challenges and the role of the Christian ministry leader in mitigating them. Prerequisite: RES 861.

MIN 827: Practical Considerations in Christian Ministry **3 credits**

This course presents potential applications of topics in Christian ministry leadership. Learners connect these ideas to their research interests to continue developing components of their research prospectus.

Military Science (MIS)

MIS 101: Introduction to Leadership and Personal Development **3 credits**

Every Fall. Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leader attributes and core leader competencies while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

MIS 102: Introduction to Tactical Leadership **3 credits**

Every Spring. Overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, and competencies in the context of practical, hands-on, and interactive exercises. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

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MIS 201: Innovative Team Leadership **3 credits**

Every Fall. Explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership Requirements Model (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

MIS 202: Foundation of Tactical Leadership **3 credits**

Every Spring. Examine the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise.

MIS 205: Leader's Training Course **4 credits**

Every Summer and Fall. A 4-week, summer training program held at Fort Knox, KY. The Leader's Training Course (LTC) consists of intense classroom and field training emphasizing practical hands-on skills, the value of teamwork, and how to be an effective small team leader. This course is an accelerated version of the first 2 years of leadership development training students receive in the ROTC Basic Course (MIS 101, MIS 102, MIS 201, and MIS 202). Students who attend this course will receive a stipend, transportation to and from Fort Knox, KY, housing, and meals. Attendees may be eligible for a 1.5- to 2.5-year scholarship upon course completion. Prerequisites: Instructor's approval, meet with the on-campus Army ROTC Enrollment/Scholarship Officer to apply, and have 2- or 2.5-years of college remaining (undergraduate or graduate).

MIS 294: Ranger Fitness **3 credits**

Every Fall and Spring. Covers topics of immediate or special interest to a faculty member and students. Must attend at the ASU Campus, Wednesdays, 5-8 p.m. Prerequisite: Instructor approval.

MIS 301: Adaptive Team Leadership **3 credits**

Every Fall. Study, practice, and evaluate adaptive leadership skills as students are presented with the demands of preparing for the summer Leader Development and Assessment Course (LDAC). Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical-thinking skills. Students receive systematic and specific feedback on their leadership values, attributes, skills, and actions. Three hours of lecture/conference; 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MIS 101, MIS 102, MIS 201, and MIS 202; MIS 205; or prior military service and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS 302: Applied Team Leadership **3 credits**

Every Spring. Continuation of MIS 301. Integrate the principles and practices of effective leadership, military operations, and personal development in preparation for the summer Leader Development and Assessment Course (LDAC). Students will be capable of planning, coordinating, navigating, motivating, and leading teams in situational training exercises. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise. Prerequisite: MIS 301 and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS 303: National Advanced Leadership CAMP **4 credits**

Every Summer and Fall. A summer Leadership Development and Assessment Course (LDAC) designed to evaluate and train all Army ROTC cadets. This 6-week training program emphasizes leadership development and advanced military skills, including tactics, land navigation, and physical training. ROTC cadets normally attend LDAC at Fort Lewis, Washington, between their junior and senior year. Students who attend this course will receive a stipend, transportation to and from camp, housing, and meals. Prerequisites: MIS 301 and MIS 302.

MIS 305: Nurse Summer Training Program **4 credits**

Every Summer and Fall. A 3- or 4-week Nurse Summer Training Program (NSTP) at a major Army hospital either in the United States or Germany. NSTP provides Army ROTC nurse cadets with clinical experience in a hospital setting while introducing them to the duties, roles, responsibilities, and expectations of an Army Nurse Corps (AN) officer. The nurse cadet will exercise leadership skills in a hospital environment by planning, organizing, decision-making, implementing, and being accountable for the outcome of nursing care. The overall goal is to encourage students to develop leadership strategies through learning experiences throughout the clinical elective. Nurse cadets will collaborate with health care professionals on decisions related to patient care, management, unit issues and strategies used in the provision of medical care to a select population. Students who attend this program will receive a stipend, transportation to and from the hospital location, housing, and meals. Prerequisites: MIS 301, MIS 302, Level 2 nursing, and instructor approval.

MIS 401: Adaptive Leadership **3 credits**

Every Fall. Develop proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make sound ethical decisions, and provide coaching and mentoring to fellow students. Students are measured by their ability to give and receive systematic and specific feedback on leadership abilities using the Socratic model of reflective learning. Students analyze and evaluate the leadership values, attributes, skills, and actions of subordinate students while simultaneously considering their own leadership skills. Three hours of lecture/conference, 2-hour lab of

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practical application, and one 2-day field training exercise. Prerequisites: MIS 301, MIS 302, and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS 402: Leadership in a Complex World **3 credits**

Every Spring. Continuation of MIS 401. Explore the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students will complete exercises to prepare them for the complex ethical and practical demands of leading as a commissioned officer in the United States Army. Three hours of lecture/conference, 2-hour lab of practical application, and one 2-day field training exercise. Prerequisites: MIS 301, MIS 302, MIS 401 (or instructor approval), and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS 410: American Defense Policy I **3 credits**

Every Fall. Evolution, organization, and execution of U.S. national security policy. Must attend at the ASU campus. Optional in lieu of HIS 231, American Military History. Prerequisite: Commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component and instructor approval.

MIS 412: American Defense Policy II **3 credits**

Contemporary problems and analytical issues in the formation and implementation of U.S. national security. Must attend at the ASU campus. Optional in lieu of HIS 231, American Military History. Prerequisites: Instructor approval, MIS 410, and commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component.

MIS 499: Independent Study **1-3 credits**

Work closely with the Professor of Military Science on a special topic that may include research, readings, and presentations. May be repeated once. Prerequisite: Instructor approval.

Marketing (MKT)

MKT 245: Principles of Marketing **4 credits**

This course surveys the marketing mix and marketing concept; markets and buyer behavior; product, service, and relationship marketing for global competition; creating and keeping customers in an e-commerce world; branding and positioning; distribution strategies, integrated marketing communications, and pricing strategies.

MKT 345: Buyer and Consumer Behavior **4 credits**

This course focuses on a behavioral science approach that studies distinct buyer strategies and decision-making processes of purchase by organizational buyers and consumers. Topics include cross-cultural variations in behavior, external and internal influences on today's buyers, purchase and post-purchase processes, customer satisfaction, and customer commitment.

MKT 373: Sports Marketing **4 credits**

This course is a study of basic marketing concepts with applications to sports organizations, both amateur and professional. Topics include promotions and public relations, sports consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship. Prerequisites: MKT 301 or MKT 245.

MKT 415: Promotion and Advertising **4 credits**

This course provides an integrated marketing communications perspective for today's changing world. Topics include the promotional mix, determining and developing advertising and promotional objectives, ethical issues in advertising campaigns, budgeting, positioning, creative strategies, media strategies, services advertising strategies, personal selling, e-marketing, public relations, publicity, corporate advertising, and evaluating the promotional program.

MKT 445: Marketing Research and Reporting **4 credits**

This course is an introduction to business research processes and the research documents used as tools to aid in managerial decision making. Topics include designing research projects, collecting primary and secondary data, conducting ethical research, applying statistical tools and measurement techniques, developing a marketing plan, and reporting the research in both written and oral presentation formats.

MKT 450: Marketing Management **4 credits**

This course provides a manager's view of applying the marketing mix in today's and tomorrow's business worlds, using various approaches and tools for analyzing marketing opportunities, integrating traditional and new techniques in promotion and pricing, managing the marketing concept, developing marketing plans, and controlling marketing activities. Prerequisite: MKT 245.

MKT 607: Marketing Management **4 credits**

Management of the marketing function, market environmental analysis, and marketing planning, strategy, and control are fundamentals of marketing management. The course examines the marketing process, marketing research, product development innovation and diffusion, pricing strategy, distribution value drain, advertising and promotion, and strategic marketing issues. Emphasis is placed on case study analysis and current academic research with a marketing plan as a significant curriculum component.

MKT 631: Customer Value and Service Excellence **3 credits**

The course is designed to focus on what customers really want, building customer loyalty, and becoming a service excellence leader. Insights are drawn from various fields, including management, innovation, information technology, and cross-cultural communications. The service profit chain provides a framework for linking employee engagement with customer satisfaction and retention.

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MKT 632: Solutions-Based Relationship Management and Branding **3 credits**

The course examines the role of corporate brands in creating a competitive advantage and focuses on the critical issues facing senior leaders today, including measuring marketing performance, managing customer information, building cross-cultural customer relationships, and leveraging the Internet.

MKT 650: Services Marketing **4 credits**

This course introduces students to the state-of-the-art research and practice in services marketing, with an emphasis on discussion of the field's most current services marketing concepts, principles and theories, and application of services marketing concepts to actual practice through case analysis and outside projects. Prerequisite: MKT 607.

MKT 660: International Marketing **4 credits**

This course provides an analysis of current trends and issues facing an international firm's efforts to manage the marketing mix. Comparisons of language, aesthetics, religions, business customs, and attitudes on the marketing concept and strategies are addressed. Prerequisite: MKT 607.

Music Piano Class (MPC)

MPC 109: Class Piano I **1 credit**

This course is designed as class instruction for students with limited or no previous piano training. Instruction includes the study of piano technique and literature designed to pass Part I of the Piano Proficiency Examination. The piano proficiency requirements are identified in the music handbook.

MPC 259: Class Piano II **1 credit**

This course is a continuation of MPC 109. It includes passing Part II of the Piano Proficiency Examination. Prerequisite: MPC 109.

MPC 359: Class Piano III **1 credit**

This course is a continuation of MPC 259. It includes passing Part III of the Piano Proficiency Examination. Prerequisite: MPC 259.

MPC 459: Class Piano IV **1 credit**

This course is a continuation of MPC 359. It includes passing Part IV of the Piano Proficiency Examination. Prerequisite: MPC 359.

String Instruments (MSE)

MSE 113: Private Applied Instruction Secondary I **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 115: Private Applied Instruction Major I **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE 123: Private Applied Instruction Secondary II **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 125: Private Applied Instruction Major II **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE 213: Private Applied Instruction Secondary III **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 215: Private Applied Instruction Major III **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE 223: Private Applied Instruction Secondary IV **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 225: Private Applied Instruction Major IV **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE 313: Private Applied Instruction Secondary V **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 315: Private Applied Instruction Major V **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE 323: Private Applied Instruction Secondary VI **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 325: Private Applied Instruction Major VI **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

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MSE 413: Private Applied Instruction Secondary VII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 415: Private Applied Instruction Major VII **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MSE 423: Private Applied Instruction Secondary VIII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MSE 425: Private Applied Instruction Major VIII **2 credits**

This course includes instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

Music (MUS)

MUS 125: Music Theory I **4 credits**

This course is a study in rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Study is devoted to the structure of music which includes harmony, melody, form, and rhythm. Skill development in analysis and composition is emphasized. The music of the "common practice period" will be studied. Prerequisite: Theory Placement Examination.

MUS 155: Music Theory II **4 credits**

This course emphasizes skill development through analysis and composition. Prerequisite: MUS 125.

MUS 210: Music Appreciation **4 credits**

This course introduces the study of the intellectual, emotional, and aesthetic nature of music, its history, theory, and literature. It explores the major works of great composers and explores the elements that contribute to their longevity. Students learn to appreciate and critique live performances.

MUS 260: Music Theory III **4 credits**

This course emphasizes advanced rhythmic, melodic, and harmonic dictation; basic keyboard performance; and sight singing. Computer-assisted ear training is utilized. Music examples are selected from Bach through Wagner. This course also includes an advanced study in analysis and part writing utilizing modulation and chromatic harmony. Prerequisite: MUS 155.

MUS 275: Music Theory IV **4 credits**

This course emphasizes ear training material and includes music from the 20th century. It also includes an analysis and composition of music of the late 19th through the 20th century. Prerequisite: MUS 260.

MUS 330: Foundations of Music and Culture for Diverse Learners **4 credits**

Students study the historical, philosophical, and sociological influences which have shaped music, ethnomusicology, music education, and the issues faced by educators today, as well as the challenges of the future which await people now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the music classroom. Practicum hours: 15. Prerequisites: Fingerprint Clearance.

MUS 355[Δ]: Music History I **4 credits**

This writing-intensive course is a survey of music from primitive times to the mid-18th century. It presents the growth of music in the Middle Ages and Renaissance through the contrapuntal schools, culminating in the work of J. S. Bach and the development of opera and oratorio during the baroque period. Prerequisite: MUS 125.

MUS 365[Δ]: Music History II **4 credits**

This writing-intensive course is a survey of music from the mid-l8th century to modern times. Study is devoted to the rise of homophonic music, the art song, the nationalistic schools, and the principal composers of the classical, romantic, and contemporary periods. Prerequisite: MUS 355.

MUS 370: Piano Literature I **2 credits**

This course is a survey of baroque and classical periods. Emphasis is on learning the standard piano repertoire through reading and listening assignments. Prerequisite: MUS 355.

MUS 375[Δ]: Song Literature I **2 credits**

This writing-intensive course is a survey study of the composers, their styles, and literature from the beginning of solo song through the early romantic period. Prerequisite: MUS 355.

MUS 376[Δ]: Song Literature II **2 credits**

This writing-intensive course is a survey study of the composers, their styles, and literature from the middle romantic period of solo song through the contemporary period. It is a continuation of MUS 375. Prerequisite: MUS 355.

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MUS 377: Piano Literature II **2 credits**

This course is a survey of romantic and contemporary periods. Emphasis is on learning the standard piano repertoire through reading and listening assignments. Prerequisite: MUS 355.

MUS 380: Counterpoint **4 credits**

This course is a survey of contrapuntal practice from the 18th century. Background reference is made to early polyphonic music. Emphasis is given to 16th century species counterpoint and to analyzing and writing inventions and fugues in the 18th century style of J. S. Bach. An introduction is provided for the use of counterpoint in 20th century composition. Prerequisite: MUS 275.

MUS 386: Instrumental Conducting **4 credits**

This course is a study of the fundamentals and techniques of instrumental conducting. Rehearsal techniques, score reading, artistic interpretation, baton technique, and rehearsal techniques are explored. Prerequisite: MUS 390.

MUS 390: Form and Analysis **4 credits**

This course is a study of the various organizational structures in music, from motive, phrase, and period, through binary and ternary forms to the most complex, such as the variation, rondo, and sonata. Works of the masters are analyzed from the standpoint of form. Prerequisite: MUS 275.

MUS 406: Jazz Techniques **2 credits**

This course is a study of major jazz techniques and styles, including repertoire, instrumentation, improvisation, innovations, and major jazz ensembles.

MUS 450: Conducting **4 credits**

This course is a study of the fundamentals and techniques of conducting. Special emphasis is placed on conducting choral music and the special techniques required to conduct vocal groups. Prerequisite: MUS 390.

MUS 455: Vocal Pedagogy **2 credits**

This course is a study of skills for the teaching of voice to individuals or groups. The physical voice is studied, potential vocal problems are analyzed, and historical methods of correction are presented. Rehearsal and conducting techniques, score reading, and artistic interpretation are covered. Prerequisite: MUS 450.

Music Applied Voice (MVA)

MVA 119: Private Voice Study I **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MVA 120: Private Voice Study Majors I **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MVA 129: Private Voice Study II **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MVA 130: Private Voice Study Majors II **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MVA 219: Private Voice Study III **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MVA 220: Private Voice Study Majors III **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MVA 229: Private Voice Study IV **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MVA 230: Private Voice Study Majors IV **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MVA 319: Private Voice Study V **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MVA 320: Private Voice Study Majors V **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MVA 329: Private Voice Study VI **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

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MVA 330: Private Voice Study Majors VI **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MVA 419: Private Voice Study VII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MVA 420: Private Voice Study Majors VII **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

MVA 429: Private Voice Study VIII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisite: For music majors, instructor's approval; for nonmusic majors, departmental approval.

MVA 430: Private Voice Study Majors VIII **2 credits**

This course is the private applied study required for music majors in their major instrument or area. Prerequisite: Instructor's approval.

Music Voice Class (MVC)

MVC 109: Class Voice I **1 credit**

This course is designed as class instruction for students with limited or no previous voice training. Instruction includes the study of piano technique and literature designed to pass Part I of the Voice Proficiency Examination. The voice proficiency requirements are identified in the music handbook.

MVC 259: Class Voice II **1 credit**

This course is a continuation of MVC 109. It includes passing Part II of the Voice Proficiency Examination. Prerequisite: MVC 109.

MVC 359: Class Voice III **1 credit**

This course is a continuation of MVC 259. It includes passing Part III of the Voice Proficiency Examination. Prerequisite: MVC 259.

MVC 459: Class Voice IV **1 credit**

This course is a continuation of MVC 359. It includes passing Part IV of the Voice Proficiency Examination. Prerequisite: MVC 359.

Woodwind Instruments (MWE)

MWE 113: Private Applied Instruction Secondary I **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 115: Private Applied Instruction I **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MWE 123: Private Applied Instruction Secondary II **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 125: Private Applied Instruction II **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MWE 213: Private Applied Instruction Secondary III **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 215: Private Applied Instruction III **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MWE 223: Private Applied Instruction Secondary IV **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 225: Private Applied Instruction IV **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MWE 313: Private Applied Instruction Secondary V **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 315: Private Applied Instruction V **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

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MWE 323: Private Applied Instruction Secondary VI **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 325: Private Applied Instruction VI **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MWE 413: Private Applied Instruction Secondary VII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 415: Private Applied Instruction VII **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

MWE 423: Private Applied Instruction Secondary VIII **1 credit**

This course is the applied private study for music majors in their secondary instrument or area, and/or the applied private study for nonmusic majors. Prerequisites: Music Department approval and placement audition.

MWE 425: Private Applied Instruction VIII **2 credits**

This course includes private instruction in the major instrument. Emphasis is on advanced technique and literature. Prerequisites: Music Department approval and placement audition.

Nursing (NRS)

NRS 410V: Pathophysiology and Nursing Management of Clients' Health **3 credits**

This course is designed to enhance the working RN's existing understanding of the pathophysiological processes of disease as they affect clients across the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management are enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors provides the nurse with the knowledge to provide health promotion and prevention education.

NRS 427V: Concepts in Community and Public Health **3 credits**

This course focuses on the community as a large system of people of varying cultures, spiritual values, geographic norms, and economic conditions, all influenced by social-legal-political variables that impact individual and community health. Particular attention is paid to vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion and disease prevention.

NRS 429V: Family-Centered Health Promotion **3 credits**

This course focuses on family theories, health promotion models, cultural diversity, and teaching learning principles. The course emphasizes the family as the client, family FHP health assessments, screenings across the lifespan, communication, community resources, and family education. Appropriate health promotion education is evaluated against evidence-based research and practice.

NRS 430V: Professional Dynamics **3 credits**

This course is a bridge course for the RN who is returning to formal education for the baccalaureate degree in nursing. The course focuses on differentiated nursing practice competencies, nursing conceptual models, professional accountability, integrating spirituality into practice, group dynamics, and critical thinking. Emphasis is also placed on writing and oral presentation skills.

NRS 433V[Δ]: Introduction to Nursing Research **3 credits**

This writing-intensive course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. Prerequisite: PSY 363, BIO 363, or HLT 362V.

NRS 434V: Health Assessment **3 credits**

This course focuses on methods of health history taking, physical examination skills, documentation, and health screening. The course emphasizes the individual as the client, functional health patterns, community resources, and the teaching learning process.

NRS 437V: Ethical Decision Making in Health Care **3 credits**

This course is a general introduction to the field of biomedical ethics. Students study the application of ethics and moral theories to concepts and issues arising in the health care professions. The course provides students—both as consumers and providers—an opportunity to study ethical decision making, health care situations with implications for ethical decision making, and analysis of ethical behavior of individuals involved in health care. Topics include exploration of major ethical theories and principles, informed consent, confidentiality, and ethical implications of selected issues such as abortion, euthanasia, assisted suicide, and allocation of scarce resources.

NRS 440V: Trends and Issues in Health Care **3 credits**

This course explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; nursing care policy and position statements; political, environmental, and cultural issues;

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and changing nursing roles. The study of these issues examines the impact on health care delivery systems in today's society.

NRS 441V: Professional Capstone Project 3 credits

The capstone project is a culmination of the learning experiences while a student in the nursing program at Grand Canyon University's College of Nursing. The student will prepare a written proposal for a project whose focus is the resolution of an issue or problem significant to professional nursing practice. The proposal includes a problem description, resolution, implementation, plans, evaluation plans, and proposed dissemination of findings. The professional capstone project proposal needs to reflect synthesis and integration of course content and professional practice. The capstone project is guided by the baccalaureate program student learner outcomes.

NRS 451V: Nursing Leadership and Management 3 credits

Registered nurses with current licensure have a basic understanding of the role of the professional nurse. This course emphasizes further development of the professional nurse role. Critical management and leadership values, styles, and skills are a major focus. Particular attention is given to the identification of personal leadership styles and values. Importance is placed on development of effective management and leadership skills, with emphasis on effective communication.

Nursing (NUR)

NUR 203: Introduction to Pharmacology 3 credits

This course has a twofold purpose, the first of which is to introduce basic pharmacological concepts and drug groups. These concepts include drug action, legal considerations, and evaluation of drug therapy. Physiological, psychological, and sociocultural concepts related to drug therapy are also presented. The second purpose of the course is to provide the pharmacological foundation necessary for safely administering drugs, monitoring the effects of therapy, and teaching clients about medications. This course is open to non-nursing majors with faculty signature. Co-requisite: One of the following: 1) NUR 206B; or 2) none.

NUR 206A: Introduction to Nursing and Gerontology I 3 credits

This course emphasizes competence in nursing skills. Functional health patterns are used as the basis for assessment and nursing care of adult clients with emphasis on the aged. Communication, teaching, helping, problem solving, and leadership skills are introduced and applied as a framework for clinical practice. Prerequisite: One of the following: 1) Admission to the College of Nursing and NUR 207; or 2) none. Co-requisite: One of the following: 1) none; or 2) NUR 209.

NUR 206B: Introduction to Nursing and Gerontology II 3 credits

This course emphasizes competence in nursing skills. Functional health patterns are used as the basis for assessment and nursing care of adult clients with emphasis on the aged. Communication, teaching, helping, problem solving, and leadership skills are introduced and applied as a framework for clinical practice. Prerequisite: One of the following: 1) NUR 206A; or 2) none. Co-requisite: One of the following: 1) none; or 2) NUR 203.

NUR 207: Therapeutic and Professional Communication 3 credits

This course focuses on the development of introductory theoretical knowledge and interpersonal skills needed to interact effectively with adult clients in a variety of health care settings. Prerequisite: One of the following: 1) Admission to the College of Nursing; or 2) None.

NUR 209: Health Assessment 3 credits

This course provides the systematic collection, validation, and communication framework for data that professional nurses use to make decisions about how to intervene, promote, maintain, or restore health of adult and aged clients. It emphasizes methods of data collection, clinical reasoning, and the nursing process, along with supervised laboratory practice and selected diagnostic and screening tests. Upon completion, students demonstrate beginning knowledge and competence in the performance of adult health history taking and physical assessment by utilizing Gordon's Functional Health Patterns Framework. Prerequisite: Admission to the College of Nursing, or special permission from faculty. Co-requisite: NUR 206A.

NUR 311: Adult Health Nursing I 6 credits

This course focuses on nursing care of adult hospitalized clients. Emphasis is placed on the analysis of assessment and the identification of nursing diagnoses and interventions for clients with acute, chronic, or terminal illnesses. Prerequisites: One of the following combinations: 1) NUR 206B; or 2) NUR 203 and NUR 206B.

NUR 312: Adult Health Nursing II 6 credits

This course focuses on nursing care of clients in the acute and critical care setting in collaboration with health team members. Emphasis is placed on the identification of nursing diagnoses and intervention for clients with acute, chronic, or terminal illnesses. Prerequisite: NUR 311.

NUR 313: Nursing Care of the Childbearing Family 6 credits

This course focuses on planning for health promotion in the normal and high-risk childbearing family. Emphasis is placed on family education, use of community resources, and alternatives to promote positive outcomes during the childbearing phase of family development. Prerequisite: NUR 312.

NUR 314: Family-Centered Child Health Nursing 6 credits

This course integrates theories from nursing, child development, and family development. These concepts are related to the planning of care for children, adolescents, and their families who are well or experiencing acute or chronic illnesses. Emphasis is placed on teaching and on community resources related to the child-rearing family. Prerequisite: Prerequisite: NUR 312.

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NUR 398[Δ]: Introduction to Nursing Research 3 credits

This writing-intensive course provides the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. Prerequisites: PSY 363 and NUR 206B, or permission of instructor.

NUR 411: Community Health Nursing 5 credits

This course focuses on community assessment and intervention with vulnerable groups and communities. Emphasis is placed on critical analysis and use of epidemiological data and functional health patterns to plan and intervene in areas of health promotion, screening, and rehabilitation with community groups. Prerequisites: NUR 313 and NUR 314.

NUR 412: Home Health Care Nursing 3 credits

This course focuses on the nursing care of acutely, chronically, and terminally ill clients of all ages and their families. Emphasis is placed on the integration of environmental, psychosocial, economic, cultural, personal, and family health concepts in the home setting. Creative problem solving, which enables a family to care for their family member's health needs, is a significant element of this fundamental course. Prerequisites: NUR 313 and NUR 314.

NUR 413: Community Mental Health Nursing 5 credits

This course is focused on utilizing the nursing process in providing mental health care in the community setting and inpatient psychiatric setting with individuals, families, and community groups. Emphasis is placed on therapeutic communication and nursing care at primary, secondary, and tertiary levels of mental health intervention. Concepts of environment, group process, family therapy, interdisciplinary collaboration, and affective skills of critical thinking are integrated with the bio-psychosocial, spiritual, and cultural aspects of mental health nursing practice. Prerequisites: NUR 313 and NUR 314.

NUR 443: Management Concepts and Leadership Behaviors in Nursing 2 credits

Nursing management and leadership roles are expected in today's changing health care agencies. Emphasis is placed on the interdisciplinary approach to planning nursing care for groups using selected standards. The course includes a critical examination of professional development and peer collaboration as well as the economic, legal, and political factors influencing health care. Prerequisite: NUR 456.

NUR 456: Complex Care 6 credits

The focus of this course is the acute care and collaborative management of critically ill clients. Emphasis is placed on the recognition of subtle changes in assessment findings, the development of a plan of care in response to immediate and impending needs, the application of advanced nursing skills, and the nurturing of sound clinical judgment. Prerequisites: NUR 411, NUR 412, and NUR 413.

NUR 498A[Δ]: Capstone 1 credit

This writing-intensive course integrates theories and concepts from liberal arts education into nursing practice through the formation of a clinical change project. Emphasis is on applying evidenced-based practice into the clinical setting. Prerequisites: NUR 411, NUR 412, and NUR 413.

NUR 498B[Δ]: Practicum in Nursing 3 credits

The practicum in nursing provides a selected clinical experience to optimize the transition to a professional career. Nursing care areas are chosen according to preceptor availability and student focus. A faculty member assists in planning, implementing, and evaluating the learning experience. A writing-intensive course. Prerequisite: NUR 456.

NUR 502: Theoretical Foundations for Nursing Roles and Practice 4 credits

This course examines nursing as a profession and a discipline and the individual nurse's role as a member of the profession. The theoretical foundations for nursing practice and roles are explored and applied. Emphasis is placed on developing scholarly writing and presentation skills. Critical thinking skills are refined as students discuss and synthesize the literature that guides nursing practice with a special emphasis on caring, diversity, and spirituality.

NUR 504: Health Care Research Analysis and Utilization 4 credits

This course focuses on the critical analysis of nursing and health care research and its application to nursing education, nursing practice, and the delivery of health care services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge to practice. Ethical issues in the design and conduct of research are addressed. Prerequisite: NUR 502.

NUR 508: Ethics, Policy, and Finance in the Health Care System 4 credits

This course utilizes health care policy as a framework to analyze how health is defined and health care is designed and delivered in the United States and around the world. Emphasis is placed on issues of cost, quality, access, disparities, and finance. The various roles of the master's prepared nurse in the health care system are explored. Prerequisite: NUR 504.

NUR 640: Advanced Health Assessment and Diagnostic Reasoning with Skills Lab 3 credits

This course builds upon the student's previous assessment skills, offering more advanced health assessment content to provide the foundation for the advanced practice nursing role. This course also gives emphasis to focused assessments for a chief complaint that include physical, psychosocial, and spiritual health assessment; risk assessment; functional assessment; and physical examination in diverse populations. Students use a systematic method of diagnostic reasoning and clinical decision making to

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establish a differential diagnosis. An overview of appropriate protocols for performing health screening and for ordering, performing, and interpreting lab, radiographic, and other diagnostic data is included based on best practice consistent with resource allocations. Topics—from effective communication and client teaching/counseling to eliciting clients' interpretation of their health status and perceived barriers—are incorporated throughout the course to maintain a nursing focus on patient responses to illness or the threat of illness. Effective documentation and medical recordkeeping are required. Prerequisites: One of the following combinations: 1) Undergraduate Health Assessment course; or 2) NUR 642 and NUR 644.

NUR 641E: Advanced Pathophysiology and Pharmacology for Nurse Educators — 4 credits

This course focuses on advanced physiology, pathophysiology, and pharmacologic principles. This course will guide the Nursing Education student in interpreting changes in normal function that result in symptoms indicative of illness and the effects of select pharmacologic substances on that process. Evidence-based research provides the basis for determining the safe and appropriate utilization of medications and herbal therapies on human function. Appropriate education for various prescribed pharmacologic agents is incorporated. Prerequisite: NUR 508.

NUR 642: Advanced Physiology and Pathophysiology — 3 credits

This Web-enhanced course focuses on the advanced physiology and pathophysiology principles. This course is used to guide the family nurse practitioner (FNP), clinical nurse specialist (CNS), and clinical nurse specialist education (CNS-ED) student in interpreting changes in normal function that result in symptoms indicative of illness. The emphasis is placed on the genetic, molecular, cellular, and organ system levels. Co-requisite: NUR 644.

NUR 643: Advanced Practice Management of Adult Healthcare Problems in Primary Care — 6 credits

This course focuses on the three levels of prevention and comprehensive primary care management of adult health care problems of individuals and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care guidelines for adult health care problems. These guidelines are to include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. A professional interpersonal relationship is to be learned between practitioner and patient. A collegial relationship is to be learned between practitioner and other allied-health professionals. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. Students collaborate with faculty to select a community-based, adult health-focused, clinical site for completion of 150 clinical hours. Prerequisites: NUR 640, NUR 642, NUR 644, and NUR 646.

NUR 644: Advanced Pharmacology — 3 credits

This Web-enhanced course focuses on the advanced pharmacotherapy principles and practices to enable the family nurse practitioner (FNP), clinical nurse specialist (CNS), and the clinical nurse specialist education (CNS-ED) student to prescribe and monitor the effects of medications and selected herbal therapy. Emphasis is on the pharmacodynamics of clients with common, acute, and chronic health problems in various stages of the lifecycle in diverse populations. Evidence-based research provides the basis for selecting effective, safe, and cost-efficient pharmacologic or integrative regimens. Appropriate client education as to various prescribed pharmacologic agents is incorporated. Legal requirements for prescriptive writing and dispensing authority are covered. Prerequisite: One of the following: 1) NUR 640; or 2) none. Co-requisite: NUR 642.

NUR 645E: Advanced Health Assessment for Nurse Educators — 4 credits

This course builds upon the student's previous health assessment knowledge offering more advanced health assessment content to provide the foundation for the advanced-professional nursing role of the nurse educator. This course emphasizes knowledge of health assessment, including physical, psychosocial, spiritual health assessment, risk assessment, and functional assessment in diverse populations in the promotion of health and prevention of disease. To maintain a nursing focus on patient responses to health, illness, or the threat of illness the nurse must exhibit effective communication and client teaching, which is incorporated throughout the course. The importance of effective documentation and health recordkeeping is included. Prerequisite: NUR 641E.

NUR 646: Health Promotion in Advanced Practice Nursing — 3 credits

This course focuses on the advanced health promotion strategies of the nation's priority lifestyle concerns throughout the lifespan as presented in the Healthy People 2010 National Health Objectives. Detailed evidence-based health promotion information and services—such as age, development, lifestyle, geography location, spirituality and culture—are considered. Professional and client community resources and referrals are examined. Emphasis is placed on development of the advanced practice nurse-client relationship to enhance the effectiveness of client education and counseling to promote healthy lifestyle changes. The use of integrative healing (nonpharmacological) strategies in assisting clients to achieve goals of health promotion are introduced and evaluated based on evidence-based research. The course has a community-focused perspective, addressing roles in delivering care to improve the health of the entire community. Students consider the relationship between community/public

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health issues and social problems as they impact the health care of their clients. Prerequisite: NUR 640.

NUR 647E: Nursing Education Seminar I **4 credits**

This course examines professional standards as a foundation for curriculum design in nursing education in all settings. It explores the nature of traditional academic education and nontraditional academic education, as well as continuing nursing education. This course also focuses on theories of teaching/learning, traditional and alternative instructional strategies, and nursing education in the classroom and clinical setting. The course incorporates the development of curriculum frameworks and learning activities for adult learners from diverse backgrounds. Strategies to enhance critical thinking are included. Prerequisite: NUR 645E.

NUR 649E: Nursing Education Seminar II **4 credits**

This course incorporates technology into the educational process from the use of personal technology to institutional technology. Students have the opportunity to develop (or convert) educational programs to be delivered in an online format. Principles of curriculum development, teaching/learning theories, and implementation of evaluation strategies will be modified to the online learning environment. This course also examines professional regulatory and accreditation standards as an evaluation framework for curriculum design in nursing education in all settings. Strategies to assess learning are included from the assignment evaluation to the program evaluation based on outcomes. Prerequisite: NUR 647E.

NUR 651: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care **6 credits**

This course focuses on the three levels of prevention and comprehensive primary care management of pediatric and adolescent health care problems of individuals, and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care guidelines for pediatric and adolescent health care problems. These guidelines are to include health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. A professional interpersonal relationship is to be learned between practitioner and patient. A collegial relationship is to be learned between practitioner and other allied-health professionals. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. The student will collaborate with faculty members to select a community-based, pediatric/adolescent health-focused, clinical site for completion of 150 clinical hours. Prerequisite: NUR 643.

NUR 653: Diagnosis and Management of Acutely Ill Patients I **3 credits**

This course focuses on evidence-based theory and research related to acute illnesses. A unifying framework is presented to organize the care of the critically ill patient. The student synthesizes data from a variety of health resources related to the care of critically ill patients. Specific system focus is related to cardiovascular disorders, respiratory disorders, and endocrine disorders. Students make clinical judgments and decisions regarding appropriate recommendations and treatments related to symptom-focused presentation and implications related to alterations in different systems. Prerequisites: NUR 640, NUR 642, and NUR 644.

NUR 654: Diverse Application of Advanced Practice Concepts **3 credits**

This course presents practice concepts that blend the function of the clinical nurse specialist with the family nurse practitioner (FNP) role for a futuristic vision for integration of these roles to include assessing and addressing the needs of client populations and nursing personnel across the continuum of care. Management concepts include case management, teaching of professionals, program planning, evaluation, peer review, broad-based consultation, marketing, business management, resource management, cost-effective use of formularies, and payment for services, including processing insurance claims. Prerequisite: One of the following: 1) NUR 652, 2) NUR 662, 3) NUR 675 and NUR 675C, or 4) NUR 643.

NUR 655: CNS I: Theoretical Foundations **6 credits**

This course focuses on the theories, conceptual models, and research that are the basis of CNS practice. Building on advanced practice nursing theory, students engage in discussion of theoretical and empirical knowledge of illness and wellness—both of disease and nondisease etiologies—from the three spheres of influence, particularly the patient/client sphere. Advanced health assessment, advanced pharmacology, and advanced physiology and pathology principles are integrated along with professional/legal and spirituality concepts. Content includes:

- Theoretical foundations of CNS practice
- Phenomena of nursing concern, integrating health promotion
- Design and development of innovative nursing interventions
- Clinical inquiry/critical thinking using advanced knowledge
- Consultation, teaching, and coaching with focus on the individual/family/groups
- Measurement, outcome evaluation, including cost-effectiveness and evidence-based research focused on the patient/client sphere

The clinical experience takes place in the student's chosen specialty area and integrates the theoretical concepts covered in the didactic portion of the course. Clinical component: 3 clinical credits. Clinical hours: 150.

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NUR 656: Diagnosis and Management of Acutely Ill Patients II **4 credits**

This course focuses on evidence-based theory and research related to acute illnesses. A unifying framework is presented to organize the care of the critically ill patient. The student synthesizes data from a variety of health resources related to the care of critically ill patients. Specific system focus is related to neurological disorders, renal/genitourinary disorders, and emergency situations. Students make clinical judgments and decisions regarding appropriate recommendations and treatments related to symptom-focused presentation and implications related to alterations in different systems. Prerequisite: NUR 653.

NUR 657: CNS II: Influence Change in Health Care Systems **6 credits**

This course focuses on the essential characteristics and competencies of the CNS, exploring the CNS roles of clinical leader, collaborator, change agent, consultant, educator, and researcher. Students discover how, in utilizing these roles, a CNS can influence the quality of care within health care systems. The course builds on the patient/client sphere of influence, focusing on the broader nurse/nursing practice and organizational/systems spheres of influence. Content includes:

- Influencing change
- Systems thinking
- Leadership for multidisciplinary collaboration
- Consultation, teaching, and coaching focused on groups
- Measurement, outcome evaluation including cost-effectiveness, and evidence-based research focused on the group/organization
- Technology, products, and devices development/evaluation

The clinical experience takes place in the student's chosen specialty area and the above concepts are integrated in that specialty setting.

The clinical experience integrates the theoretical concepts covered in the didactic portion of the course. Clinical component: 3 clinical credits. Clinical hours: 150. Prerequisite: NUR 655.

NUR 658: Scope of Practice, Documentation, and Billing **2 credits**

This course focuses on professional and legal issues related to advanced practice nursing and includes APRN scope of practice, inpatient and outpatient documentation, and billing. Managing the acute care patient during periods of transition, such as admitting, transferring, and discharging, is also covered. This course provides a review of concepts related to collegial practice, including interprofessional and intraprofessional relationships within the health care delivery system. Prerequisites: NUR 640, NUR 642, and NUR 644.

NUR 659: Diagnosis and Management of Acutely Ill Patients III **4 credits**

This course focuses on evidence-based theory and research related to acute illnesses. A unifying framework is presented to organize the care of the critically ill patient. The student synthesizes data from a variety of health resources related to the care of critically ill patients. Students make clinical judgments and decisions regarding appropriate recommendations and treatments related to symptom-focused presentation and implications related to alterations in different systems. Prerequisite: NUR 656.

NUR 661: Advanced Practice Clinical Practicum **4 credits**

In this culminating practicum experience, completed in person with a preceptor, students provide comprehensive health care to diverse clients across the life span. This clinical practice will afford students opportunity to refine their clinical decision management of common, acute, and chronic health problems. The course includes the application of clinical nurse specialist concepts such as case management, teaching of professionals, peer reviews, cost-effective use of formularies, coding for reimbursement. Online case study discussions analyzed by evidence-based practice guidelines using the SOAP format are required. Clinical requirement for this course: 4 clinical credits = 200 contact credits.

NUR 662: Advanced Practice Management of Geriatric and Women's Health Care Issues in Primary Care **3 credits**

This course focuses on the three levels of prevention and comprehensive primary care management of geriatric and women's health care issues (including care of the pregnant patient) of individuals and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care guidelines for geriatric and women's health care problems. These guidelines are to include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. A professional interpersonal relationship is to be learned between practitioner and patient. A collegial relationship is to be learned between practitioner and other allied-health professionals. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. The student will collaborate with faculty members to select a community-based, geriatric and women's health-focused, clinical site for completion of 150 clinical hours. Prerequisite: NUR 651.

NUR 663: CNS Internship **4 credits**

A culminating practicum experience, completed in person with a preceptor, provides students with experiences in the three spheres of influence of CNS practice: patient/client, nurses and nursing practice, and organization/system within their specialty area. This clinical practice affords students opportunity to refine their clinical decision-making skills in differential illness diagnoses and

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treatments that require nursing interventions; to develop their CNS roles of clinical expert, leader, collaborator, consultant, educator, researcher and change agent; and to explore how their professional attributes, ethical conduct, and professional citizenship are integrated in CNS practice to affect outcomes within the spheres. The course includes the application of the core content specific to CNS practice identified in NUR 655 and NUR 657. Online case study discussions analyzed by evidence-based practice guidelines are utilized. Impact of the student CNS on nursing practice and system-level outcomes are identified. Clinical component: 4 clinical credits. Clinical hours: 200. Prerequisite: NUR 657.

NUR 664C: Advanced Practice Management of Geriatric Issues in Primary Care Clinical 1.5 credits

The student will collaborate with faculty members to select a community-based, gerontological health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR 664T allows the student an opportunity to provide comprehensive health care to diverse clients in late age. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Prerequisite: NUR 675. Co-requisite: NUR 664T.

NUR 664T: Advanced Practice Management of Geriatric Issues in Primary Care 1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of geriatric health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for geriatric clients. Care will include health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisite: NUR 675. Co-requisite: NUR 664C.

NUR 665E: Nursing Education Practicum 4 credits

This is a culminating practicum experience completed with a nurse educator preceptor in a selected setting. This clinical practicum affords students the opportunity to refine educational expertise in their selected areas of interest (e.g., assessment of learning needs, program/curriculum planning, implementation, and assessment/evaluation in either a traditional or nontraditional setting). This course offers opportunities for students to begin integrating the role of the nurse educator into their professional behaviors. Prerequisite: NUR 649E. This course may be taken concurrently with NUR 699.

NUR 667: Advanced Practice Management of Women's Health Issues in Primary Care 1.5 credits

This course focuses on the three levels of prevention and comprehensive primary care management of women's health care issues (including care of the pregnant patient) for individuals and their families within a culturally and spiritually diverse environment, contextually within the health care delivery system. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for women. Care includes health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisite: NUR 675. Co-requisite: NUR 667C.

NUR 667C: Advanced Practice Management of Women's Health Issues in Primary Care Clinical 1.5 credits

Students collaborate with faculty members to select a community-based, women's health-focused, clinical site for completion of 75 clinical hours. The clinical component for NUR 667 allows the student an opportunity to provide comprehensive health care to diverse clients across the lifespan. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Co-requisite: NUR 667.

NUR 668: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care 3 credits

This course focuses on the three levels of prevention and comprehensive primary care management of pediatric and adolescent health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, and advanced physiology and pathophysiology principles are integrated with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for pediatric and adolescent health care problems. Care includes health promotion counseling, client education, and appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic

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reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisite: NUR 675. Co-requisite: NUR 668C.

NUR 668C: Advanced Practice Management of Pediatric and Adolescent Health Care Problems in Primary Care Clinical **3 credits**

Students collaborate with faculty members to select a community-based pediatric or adolescent clinical site for completion of 150 clinical hours. The clinical component for NUR 668 allows the student an opportunity to provide comprehensive health care to diverse clients across the lifespan. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Co-requisite: NUR 668.

NUR 670: Leadership in Health Care Organizations Practicum **4 credits**

This course promotes the synthesis and application of knowledge and skills from the nursing core course and the leadership courses. Students identify a mentor and develop a relationship through which they examine the connection between theory and practice. Students engage in leadership activities (e.g., committees, projects, staff education, and quality improvement) and, through reflection and writing, analyze and evaluate leadership behaviors and processes. Prerequisites: LDR 600, LDR 615, LDR 620, and LDR 625.

NUR 671: Practicum I **4 credits**

This course focuses on knowledge and skill acquisition to perform therapeutic interventions to stabilize acute and critical health problems, including suturing, line and tube insertion, and lumbar puncture. Students review diagnostic findings, including EKG, hemodynamic, radiological, and interventional studies. During this course, students initiate phase 1 of their evidence-based project. Combined total of Simulation and Clinical hours: 100. Prerequisite: NUR 653, NUR 656, and NUR 658.

NUR 672: Practicum II **4 credits**

This course focuses on the application of evidence-based provision of care for complex acute and chronic illnesses of the acutely ill patient in a preceptored clinical setting. Throughout the course, students: 1) demonstrate comprehensive system-focused, symptom-specific assessments; 2) formulate differential diagnoses by priority considering potential mechanisms and development of management strategies; 3) utilize technical skills in the diagnosis and patient management; and 4) incorporate health promotion, health protection, and injury prevention measures into the plan of care within the context of the complex acute, critical, and chronic illness. During this course, students continue to develop their evidence-based practice project. Clinical hours: 200. Prerequisite: NUR 671.

NUR 673: Practicum III **4 credits**

A culminating practicum experience is completed in person with a preceptor, to provide comprehensive health care to complex, acute, and critically ill patients. This course builds upon learning from NUR 672. Clinical practice affords students the opportunity to refine their clinical decision-making skills in advanced health assessment, clinical diagnosis, procedural skill acquisition, and care management of acute and chronically ill adults. Clinical experiences emphasize the physiological and psychosocial impact of acute and critical illness on patients, family, and community, and prepare the ACNP in the diagnosis and management of acute and life-threatening health problems. During this course, students complete their evidence-based practice project. Clinical hours: 200. Prerequisite: NUR 672.

NUR 675: Advanced Practice Management of Adult Health Care Problems in Primary Care **3 credits**

This course focuses on the three levels of prevention and comprehensive primary care management of adult health care problems of individuals and their families within a culturally and spiritually diverse environment. Advanced health assessment, advanced pharmacology, spirituality, and advanced physiology and pathophysiology principles are integrated with advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost-effective, least invasive, quality health care for adult health care problems. Care will include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaborating with other health professionals and community agencies, and pursuing appropriate follow-up. Prerequisites: NUR 640, NUR 642, NUR 644, and NUR 646. Co-requisite: NUR 675C.

NUR 675C: Advanced Practice Management of Adult Health Care Problems in Primary Care Clinical **3 credits**

The student will collaborate with faculty members to select a community-based, adult or primary care clinical site for completion of 150 clinical hours. The clinical component for NUR 675 allows the student an opportunity to provide comprehensive health care to diverse clients across the lifespan. Clinical hours are completed in person with a qualified preceptor (NP, DO, MD, DNM) and serve as the opportunity to demonstrate clinical skills, learn clinical decision-making skills, and learn the role of the advanced practice nurse in collaboration with experienced preceptors who serve as mentors. The clinical component of each course is accomplished during the same semester as the corresponding didactic course and is graded as Pass/Fail. Failure of a clinical course constitutes failure of the corresponding didactic course. Prerequisites: NUR 640, NUR 642, NUR 644, and NUR 646. Co-Requisite: NUR 675.

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NUR 681: Advanced Practice Practicum **2 credits**

In this culminating practicum experience, students provide comprehensive health care to diverse clients across the lifespan. The course includes the application concepts such as case management, teaching of professionals, peer reviews, cost-effective use of formularies, and coding for reimbursement. Online case study discussions analyzed by evidence-based practice guidelines using the SOAP format are required. Prerequisite: NUR 664T, NUR 667, NUR 668, and NUR 675. Co-requisite: NUR 681C.

NUR 681C: Advanced Practice Clinical Practicum **2 credits**

Students collaborate with faculty members to select a community-based primary or family health-focused clinical site for completion of 200 clinical hours. This clinical practice will afford students opportunity to refine their clinical decision management of primary health problems for diverse clients across the lifespan. Prerequisite: All prior coursework. Co-requisites: NUR 681 and NUR 699.

NUR 682C: Advanced Practice Clinical Practicum **4 credits**

In this 16-week culminating practicum experience, students collaborate with faculty members to select a community-based primary or family health-focused clinical site for completion of 200 clinical hours. This clinical practice affords students the opportunity to refine their clinical-decision management of primary health problems for diverse clients across the life span. Students use the SOAP method to analyze case studies in accordance with the guidelines of evidence-based practice and current standards of care.

NUR 698: Evidence-Based Practice Project **3 credits**

This course provides an opportunity to prepare an evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in professional practice. Students will identify a problem focus, propose a research-based solution, search for evidence using the evidence-based databases that support their solutions, and develop implementation, evaluation, and dissemination plans. Students will focus on developing an EBP project that is appropriate for their educational track: nursing leadership, adult clinical nurse specialist, nursing education, or family nurse practitioner.

NUR 699: Evidence-Based Practice Project **4 credits**

This capstone course provides an opportunity for students to develop an evidence-based practice project proposal that addresses a problem, issue, or concern in professional practice. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution, evaluate its outcome(s), and disseminate the findings. Problems identified are those that are appropriate to students' specialty tracks: nursing leadership, nursing education, clinical nurse specialist, and family nurse practitioner. This course must be taken after completion of specialty courses. Prerequisite: One of the following: 1) NUR 508 or 2) NUR 508 and NUR 649E.

Organizational Development (ORG)

ORG 805: The Nature and Dynamics of Organizations **3 credits**

This course provides a broad overview of the major theoretical frameworks of organizational theory and organizational behavior. Topics include organizational structure, culture, organizational design and effectiveness, learning organizations, motivation, communication, and decision making.

ORG 807: Stakeholders: Roles in Organizations **3 credits**

This course examines the roles of stakeholders in a variety of organizational structures and discusses how the type of organization may affect the role of the stakeholder. Learners explore the stakeholder's role in sustaining organizational effectiveness. Prerequisite: RES 850.

ORG 810: Leading the New Organization **3 credits**

Leadership styles and organizational challenges faced by 21st century leaders are largely unparalleled and radically different from what we have known. A major contributory factor is the rate of change in the environment, and there are no signs of abating. Leadership styles and organizational methods developed for use under stable conditions are no longer as effective; hence, there have emerged different and newer ways of organizing, and a resultant revolution and redefinition of the competencies, skills, and abilities needed for successful leadership in the new era.

ORG 812: Organizational Theory, Structure, and Process **3 credits**

This course examines organizational structure and its influence on organizational effectiveness and success. Learners evaluate organizational structure and explore methods for modifying structures. Open-systems theory is discussed. Research skills from RES 850 and ethical considerations are applied in the context of the course topics. Prerequisite: RES 850.

ORG 815: Understanding Toxic Leadership **3 credits**

This course analyzes why we are attracted to leaders who do not have the best interests of their followers (or organizations) at heart. These leaders often display a charisma and style that mask their real intentions, which are ultimately about creating dependency and promoting their own careers and agendas. The consequences of this dysfunctional leadership style can be devastating to both the organization and its stakeholders.

ORG 817: Systems Thinking: Building Organizations That Last **3 credits**

This course examines the shift from a traditional organizational structure to a learning organization. It looks at the unintended consequences of leadership decisions in the context of leading innovation. Prerequisite: RES 861.

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ORG 820: Organizational Governance and Accountability **3 credits**

This course analyses the reasons for the growing importance of organizational governance and accountability in both for-profit and not-for-profit organizations. Technology (Web 2.0), recent ethical scandals, financial debacles, and globalization have shifted the paradigm of governance. This course covers the new ways to build organizational governance and accountability.

ORG 822: Individual Differences and Organizational Outcomes **3 credits**

This course explores the use of aggregated data to study the relationship between individual differences and organizational outcomes. Role differences in decision-making teams are examined to determine how to best leverage these differences for overall organizational effectiveness. Prerequisite: RES 861.

ORG 825: Leading Value-Driven Organizations **3 credits**

This course examines the rise of the value-driven organization, where the workplace is defined as something more than just a business contract between employer and employee. The phenomena of putting meaning into work and how this can support a responsive and adaptive organizational culture while driving competitive advantage is explored.

ORG 827: Strategic Decision Making **3 credits**

The course analyzes decision-making paradigms and strategies through the lens of critical incident analysis, cross-cultural decision making, and collective leadership. Alignment of strategy, vision, and decisions is discussed.

Professional Counseling (PCN)

PCN 100: Foundations of Addiction and Substance Use Disorders **4 credits**

This course provides foundational knowledge regarding addiction and substance use disorders. Topics studied include biopsychosocial dynamics; stages, processes, and impact of addiction and substance use; and the role of the addiction professional in prevention, intervention, relapse prevention, and aftercare. In addition, the course provides overviews of the substance abuse counselor's code of ethics, HIPAA, and legal issues involved in counseling.

PCN 107: Introduction to Counseling Theories **4 credits**

This course provides foundational knowledge in theoretical approaches to counseling. Theoretical models studied include psychodynamic, individual, existential, Gestalt, person-centered, cognitive and behavioral therapy, rational emotive behavioral therapy, family systems, and narrative- and solution-focused therapies.

PCN 150: Psychopharmacology in Treatment of Addiction and Substance Use Disorders **4 credits**

This course provides a foundational understanding of the biological and psychological components of substance use disorders, addiction and treatment, and application to the client with co-occurring disorders. Students gain foundational knowledge in the principles of pharmacology, anatomy, and physiology as they apply to the major classes of medications. The course also focuses on current drugs used in the treatment of addiction and substance use disorders. Prerequisites: PCN-100 and PCN-107.

PCN 153: Co-Occurring Disorders and HIV/AIDS **4 credits**

This course provides foundational knowledge regarding the treatment of addiction/substance use disorders and a comorbid psychiatric disorder. Students learn about origins of, methods of transmission for, and myths regarding HIV/AIDS, and treatment issues and prevention strategies for the HIV-positive or AIDS client. Prerequisites: PCN-100 and PCN-107.

PCN 158: Multicultural Counseling in a Diverse Society **4 credits**

This course focuses on cultural sensitivity and cultural competence as they relate to the development and use of treatment plans designed for clients from diverse populations. Students learn the importance of being knowledgeable of the values and belief systems of diverse populations as well as issues of social justice when examining incidences of drug use among these groups and implementing individual treatment plans. Prerequisites: PCN-100 and PCN-107.

PCN 162: Group Interventions and Community Resources for Addiction and Substance Use Disorders **4 credits**

This course provides foundational knowledge in the study of group dynamics, stages, and processes. Students learn the importance of screening, intervention, and leadership styles in effective group interventions. Self-help groups and community resources are explored. Prerequisites: PCN-100 and PCN-107.

PCN 225: Case Management and Crisis Intervention Skills for Addiction and Substance Use Disorders **4 credits**

This course provides foundational knowledge on stages of change, interviewing techniques, screening and assessment, report writing, record keeping, treatment planning, and case management. In addition, students will develop knowledge and skill in crisis intervention in preparation for working with clients and families with addiction or substance use disorders. Prerequisites: PCN-100 and PCN-107.

PCN 265: Relapse Prevention in the Treatment of Addiction and Substance Use Disorders **4 credits**

This course focuses on relapse prevention. Identifying potential triggers for relapse and developing relapse prevention plans are explored. Students are provided with strategies for connecting their clients with community resources. Prerequisites: PCN-100 and PCN-107.

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PCN 275: Family Dynamics and Community Education in the Treatment of Addiction and Substance Use Disorders **4 credits**

This course focuses on understanding the family dynamics of addiction. In addition, students learn the importance of working with community and prevention programs in addressing addiction and substance use disorders on a broader level. Skill in presenting educational topics pertaining to addiction and substance use disorders are developed. Prerequisites: PCN-100 and PCN-107.

PCN 303: Professional Readiness: Legal, Ethical, Personal, and Professional Responsibilities in Counseling **4 credits**

This course investigates legal practice and regulations, ethical reasoning, and ethical frameworks as they are applied to the professional practice of counseling. An awareness of one's own values and performance measures related to counseling standards, professional development, personal well-being, professional practice, educational advancement, and professional codes of ethics is explored.

PCN 306: Culture and Diversity in Counseling Service and Practice **4 credits**

This course examines the impact of cultural diversity on counseling, encourages the acknowledgement of diverse biases and beliefs, and provides an opportunity for students to demonstrate an appreciation of the contributions of diverse populations. Special attention is given to the treatment of diverse populations, including the poor, the mentally ill, the developmentally disabled, the traumatized or abused, the elderly, and persons with HIV/AIDS. Prerequisite: PCN 303.

PCN 308: Group Counseling and Community Education **4 credits**

This course is an introduction to the theory and dynamics of group interaction, including psycho-educational, support, and therapeutic context. The various stages and processes of group development are studied using both a conceptual and experimental approach. The course is intended to assist persons who will function as leaders in a variety of small group situations. Support and self-help groups are covered along with the ethical issues unique to group settings.

PCN 309: Case Management and Interventions in Counseling **4 credits**

This course presents models and theories of case management, intake assessment, service planning and coordination, monitoring, documentation and use of technology, and termination of services. A continuum of interventions (i.e., prevention, treatment, maintenance, and aftercare) is addressed within the context of a spectrum of service settings and ethical and culturally appropriate responses. The course also presents a comprehensive introduction to crisis intervention. Models for assessing and responding to crises are presented. Topics such as medical and psychological traumas, post-traumatic stress disorder, and professional burnout are part of the curriculum. Special emphasis is given to disaster psychology, natural disasters, terrorism, school violence, and suicidology.

PCN 315: Medical and Physiological Aspects of Chemical Dependence and Substance Abuse for Counselors **4 credits**

This course introduces the student to the relative aspects of anatomy, physiology, pharmacology, and diseases related to substance abuse and chemical dependency. Topics include examination of the major classes of psychoactive drugs, including those commonly subject to abuse, differences between psychoactive and psychotropic drugs, and identification of mental disorders that necessitate the need for psychotropics. The course also covers side effects of psychotropics; the mechanisms of antidepressants, neuroleptics, and antimanic drugs; and the pros and cons of adjunctive psychotherapies, including the addictive properties of some classes of prescribed medications.

PCN 360: Domestic Violence and Child and Elder Abuse in Families With Addiction and Substance Use Disorders **4 credits**

This course focuses on the legal and ethical responsibilities involved when child abuse, abuse of the elderly, and domestic or family violence has been reported. Understanding the dynamics of working with cases of family violence and domestic partner abuse are explored. Prerequisites: PCN-100 and PCN-107.

PCN 365: Advanced Counseling Theories for Addiction and Substance Use Disorder Counselors **4 credits**

This course provides advanced study in the application of cognitive and behavioral theory, rational emotive behavioral theory, family systems theory, solution-focused therapy, and EMDR. Newly developed research-based theories are also discussed. In addition, this course provides advanced application of motivational interviewing techniques. Prerequisites: PCN-100 and PCN-107.

PCN 370: Psychopathology and Advanced Treatment Issues for Special Populations With Addiction and Substance Use Disorders **4 credits**

This course focuses on assessment, treatment, risk factors, prevention, and aftercare issues as they apply to women, elderly, severely mentally ill, homeless, disabled, and HIV-positive populations. Prerequisites: PCN-100 and PCN-107.

PCN 373: Spirituality and Addiction **4 credits**

This course focuses on the implications of spirituality in the examination of addiction. Legal, ethical, and spiritual aspects related to death and dying as well as grief and loss are explored. Prerequisites: PCN-100 and PCN-107.

PCN 404: Professional, Legal, and Ethical Issues for Addiction and Substance Use Disorder Counselors **4 credits**

This course provides an advanced study in the application of ethical guidelines, legal standards, HIPAA, and professional responsibilities in the treatment of addiction and substance use disorders. Topics include attitudes, skills, and behaviors of addiction and substance use disorder counselors; prevention of

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burnout and compassion fatigue; the importance of obtaining supervision and consultation; and licensure and certification. Prerequisites: PCN-100 and PCN-107.

PCN 430: Chemical Dependency and Substance Abuse: Evaluation, Documentation, and Comprehensive Treatment Planning 4 credits

This course addresses the methodologies associated with comprehensive screening, assessing, and documentation procedures along with the development and implementation of a comprehensive treatment plan that includes any necessary referrals or consultation for individuals with chemical dependency and substance abuse disorders. In addition to the processes described, students develop interpersonal communication skills necessary to address and discuss sensitive and confidential issues with the client, family members, and other service personnel required to fill any service gaps.

PCN 435: Chemical Dependency and Substance Abuse: Psychopathology and Psychotherapy Models 4 credits

This course is foundational for the addiction counselor. It provides a comparative examination of the major accepted approaches to alcohol and drug abuse counseling. The course bridges the gap between research and practice incorporating best practices into its curriculum. Case studies and role plays are used to help students develop primary counseling skills. In addition, this course provides foundation and experience specific to treating special populations (e.g., adolescents, GLBT, ethnic classes, and diversity groups).

PCN 438: Addiction Counseling: Psychopathology, Evaluation, Counseling, and Treatment Planning 4 credits

The origins and trends of addictive behavior are covered, including substances, gambling, Internet, relationship addiction, and others. Understanding the origins of addictions, treatment options, and barriers to treatment is explored. Students also learn about addiction co-morbidity with mental health issues, as well as addictive patterns in minority and culturally diverse communities.

PCN 440: Family Therapy and Education in Addiction, Chemical Dependency, and Substance Abuse Counseling 4 credits

This course provides an overview of the field of family therapy with specific focus on the major models of family intervention, counseling skills and theoretical techniques, and application of counseling principles to the family setting. In addition to the various theories of family structure and process, guiding principles and strategies for assessing are presented, as are other techniques for engaging, connecting with, and educating families.

PCN 445: Psychopathology, Co-Occurring Disorders, and Dual Diagnoses in Counseling 4 credits

The course introduces the biological, psychosocial, and sociocultural etiological perspectives of psychopathology. Topics range from phobic disorder in children to psychological care for cancer patients to eating disorders in athletes. This course also explores concepts, definitions, and features of co-occurring mental disorders and substance-related disorders and addresses the intake process, diagnosis, counseling, and treatment planning as part of a team providing services to dual-diagnosed clients.

PCN 475: Treatment of Addiction and Substance Use Disorders in Children and Adolescents 4 credits

This course focuses specifically on the special issues involved in treating children and adolescents struggling with addiction or substance use disorders. Students demonstrate and apply understanding of risk factors, social influences, prevention strategies, intervention, treatment planning, and relapse prevention. The importance of family involvement, family education, and legal issues involved in treating children is also discussed. Prerequisites: PCN-100 and PCN-107.

PCN 481: Process Addictions 4 credits

This course provides advanced study in the treatment of process addictions, such as compulsive gambling, sexual addiction, work addiction, spending addiction, and eating disorders. Students learn the special issues involved in screening, assessment, prevention, treatment, and relapse prevention related to process addictions. Prerequisites: PCN-100 and PCN-107.

PCN 485: Advanced Case Management for Addiction and Substance Use Disorders 4 credits

This course provides advanced study in case management. Students examine case studies on addiction and substance use disorders to develop knowledge and skill in screening, intake, assessment, treatment planning, record keeping, report writing, referral, and case management. Prerequisite: PCN-255.

PCN 488: Trauma, Addiction, and Substance Use Disorders 4 credits

This course provides advanced study in case management. Students examine case studies on addiction and substance use disorders to develop knowledge and skill in screening, intake, assessment, treatment planning, record keeping, report writing, referral, and case management. Prerequisite: PCN-255.

PCN 490: Practicum 4 credits

This course provides an opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum involves 150 contact hours performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Prerequisite: Completion of all other coursework with a grade of C or better.

PCN 500: Counseling Theories 3 credits

This course provides a comprehensive survey of the major counseling theories and principles. Coursework includes the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, and rational emotive behavioral therapy (REBT).

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PCN 501: Introduction to Addictions and Substance Use Disorders **3 credits**

This course provides a broad understanding of the stages, processes, and effects of addiction and substance abuse, social and psychological dynamics of addiction and substance abuse, and the professional's role in prevention, intervention, and aftercare. This course also explores theories of addiction, drug classification, assessment, and treatment. It also continues building foundational knowledge, utilization of professional resources, and exploration of standards to help students prepare for licensure/certification within the counseling industry.

PCN 505: Professional Counseling Orientation and Ethics **3 credits**

This course provides a broad understanding of professional counseling ethics, legal standards, and responsibilities. An important goal of this course is to help students develop a high standard of ethical performance in their careers as professional counselors.

PCN 509: Social and Cultural Diversity Issues in Counseling **3 credits**

This course provides a broad understanding of issues and trends in a multicultural and diverse society. Studies in this area shall include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; individual, family, group, and community strategies for working with diverse populations; and theories of multicultural counseling, theories of identity development, and multicultural competencies.

PCN 511: Introduction to Chemical Dependency Counseling (Retired) **3 credits**

This course provides a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. This course will also explore theories of addiction, drug classification, assessment, and treatment.

PCN 515: Counseling Skills in the Helping Relationships **3 credits**

This course provides a broad understanding of counseling processes, including characteristics and behaviors that influence the helping processes. Included are age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, and orientations. The development of counseling skills to include the following will be emphasized: interviewing, the development of therapeutic relationships, establishment of appropriate counseling goals, strategies, evaluation of client outcome, and successful termination of the counseling relationship.

PCN 518: Human Growth and Development **3 credits**

This course provides an understanding of the nature and needs of individuals at all developmental levels. Theories of individual and family development, transitions across the life-span; theories of learning, theories of personality development; and strategies for facilitating optimum development over the life-span will be addressed.

PCN 520: Group Counseling Theory and Practice **3 credits**

This course provides a broad understanding of group development, group dynamics, group counseling theories, and ethical standards. The course also addresses group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors, and group leadership styles and approaches. Prerequisites: PCN 500, PCN 501, and PCN 505.

PCN 521: Marriage and Family Therapy **3 credits**

This course provides a broad understanding of the structure and dynamics of the family, which may include assessment and methods of marital and family intervention and counseling.

PCN 523: Tests and Appraisal in Counseling **3 credits**

This course provides an introduction to basic tests and appraisal in counseling. Individual and group approaches to testing, assessment, evaluation, behavioral observations, computer-managed and computer-assisted methods will be addressed. The following statistical concepts will also be addressed: scales of measurement, measures of central tendency, and indices of variability, shapes and types of distributions, correlations, reliability, and validity.

PCN 525: Career Development and Counseling **3 credits**

This course provides a broad understanding of career development and related life factors including the following: psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, interrelationships between work and family.

PCN 527: Psychopharmacology and Addictions **3 credits**

This course provides a broad understanding of psychopharmacology theories of drug abuse, addiction, and treatment. The student is introduced to the basic principles of pharmacology, anatomy, and physiology as applied to the major classes of psychoactive drugs of abuse/addiction. It also examines the effects of various drugs on human behavior. The course introduces drugs that are being developed to support drug treatment such as methadone, suboxone and neloxone. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose response relationships, neurotransmitter chemicals, and synaptic activity.

PCN 529: Co-Occurring Disorders **3 credits**

This course introduces students to psychiatric disorders in combination with an alcohol and/or drug abuse disorder or co-occurring disorder. This course will examine how the treatment needs of persons with a co-occurring disorder differ significantly from the treatment needs of persons with only an alcohol and/or drug abuse disorder or a psychiatric disorder.

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PCN 530: Human Sexuality, Aging, and Long-Term Care **3 credits**

The course is divided into two distinct and separate sections. The first 75% (six modules) of the course examines human sexuality and systems of sexual therapy. Psychological, biological, social, and moral perspectives on sexual development and functioning are also examined. The last two modules of the course provide an understanding of the nature of aging and the elderly. Theories and strategies for facilitating optimum care of the elderly will be addressed. Sexuality, mental health, physical health, the role of drug/alcohol addiction, and family issues are also addressed.

PCN 531: Family Issues and Addictive Disorders **3 credits**

This course examines the role of alcohol and/or drug addiction in family systems. Various modalities designed to intervene in the alcohol and/or drug addicted family system will discussed. The treatment roles and responsibilities of addicted persons and their families will also be examined.

PCN 535: Counseling Chemical Dependency Adolescents **3 credits**

This course provides an introduction to adolescent alcohol and drug abuse prevention and treatment techniques and interventions. Signs, symptoms, and patterns of adolescent alcohol and drug abuse/addiction will be examined. Students will also explore adolescent screening methods, and assessment tools.

PCN 540: Research Methods **3 credits**

This course introduces research methods and basic statistical analysis, including the following: the importance of research, opportunities, and difficulties in conducting research. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research will be addressed.

PCN 545: Spousal and Child Abuse, Crisis, and Trauma Counseling **3 credits**

This eight module course is divided into three distinct and separate sections. The first three modules examine crisis intervention and trauma counseling; Theories and strategies of trauma counseling and facilitating crisis interventions are also addressed. The second three modules examine spousal or partner abuse assessment, detection, and intervention strategies. The legal and ethical issues, the role of drug and/or alcohol addiction and/or abuse, and children in families where domestic violence and abuse occur are also addressed. The last two modules examine child abuse assessment and reporting. Legal and ethical issues and specific California child abuse assessment and reporting codes are also examined.

PCN 605: Psychopathology and Counseling **3 credits**

This course introduces the study of mental illnesses and the science of psychopathology. The goal is to provide counseling students a conceptual understanding of psychological and behavioral dysfunction that occurs in mental illnesses. The course includes a survey of major psychiatric disorders and their causes.

PCN 610: Diagnostics, Assessment, and Treatment **3 credits**

This course provides a conceptual framework for the use of assessment and diagnostic tools for the development of appropriate treatment interventions for a variety of behavioral health disorders. Included is an introduction to the use of the diagnostic tools including the DSM-IV-TR, and the integration of diagnostic and assessment information, in the development of treatment plans.

PCN 615: Pre-Practicum **3 credits**

A pre-practicum or supervised field work experience under the supervision of a faculty member, which shall include 100 total hours of pre-practicum activities, of which a minimum of 40 hours shall be direct client contact hours. Prerequisites: Approval of all application requirements by the college's office of field experience; a GPA of 3.0 or better; proof of student professional liability insurance in the amount of $1 million, $3 million; and completion of a minimum of 24 credit hours in the program, including one of the following combinations: 1) PCN 500, PCN 505, PCN 515, PCN 520, and PCN 610; or 2) PCN 500, PCN 505, PCN 511, PCN 520, and PCN 610.

PCN 622: Pre-Practicum **2 credits**

This is a pre-practicum or supervised field work experience under the supervision of a faculty member, which includes 100 total hours of pre-practicum activities, of which a minimum of 40 hours are direct client contact hours. Prerequisites: Completion of all didactic coursework in the program; a GPA of 3.0 or better.

PCN 622B: Pre-Practicum II **1 credit**

This is a continuation of the pre-practicum or supervised field work experience under the supervision of a faculty member. Prerequisites: PCN-622 and a GPA of 3.0 or better.

PCN 660A: Practicum/Internship I **3 credits**

Each supervised internship provides an opportunity to accumulate 150 contact hours of required practicum experience. Students will use this experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN 615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660B: Practicum/Internship II **3 credits**

Each supervised internship provides an opportunity to accumulate150 contact hours of required practicum experience. Students will use this experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the

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supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN 615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660C: Practicum/Internship III **3 credits**

Each supervised internship provides an opportunity to accumulate150 contact hours of required practicum experience. Students will use this experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN 615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660D: Practicum/Internship IV **3 credits**

Each supervised internship provides an opportunity to accumulate150 contact hours of required practicum experience. Students will use this experience to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the supervision of a faculty member and by an on-site supervisor approved by the college or university. Documentation of completed contact hours will be submitted directly to the college's office of field experience for verification and tracking. Prerequisites: Completion of PCN 615; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660E: Practicum/Internship V **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: Completion of PCN 660 A, B, C, and D for Professional Counselors. Completion of PCN 660A for Addiction Counselors. A GPA of 3.0 or better and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660F: Practicum/Internship VI **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: PCN 660E, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660G: Practicum/Internship VII **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: PCN 660F, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660H: Practicum/Internship VIII **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: PCN 660G, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660I: Practicum/Internship IX **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: PCN 660H, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660J: Practicum/Internship X **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: PCN 660I, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660K: Practicum/Internship XI **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: PCN 660J, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 660L: Practicum/Internship XII **1 credit**

This is a supervised internship that provides students with the opportunity to complete practicum hours not previously fulfilled in PCN 660 sections. The practicum hours are performed under the supervision of a faculty member and an onsite supervisor approved by the college or university. Prerequisites: PCN 660K, a GPA of 3.0 or better, and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662A: Practicum/Internship I **2 credits**

Students use this supervised practicum/internship experience to develop their counseling skills and to perform all the activities

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that a regularly employed professional counselor would be expected to perform in a supervised setting. The practicum/internship is performed under the supervision of a faculty member and an on-site supervisor approved by the college or university. Documentation of completed contact hours is submitted directly to the college's office of field experience for verification and tracking. This course provides an opportunity to accumulate contact hours of required practicum experience, not all of which may be accomplished in this course. If students do not satisfy this requirement through this course, they must take additional practicum courses until the requirement is met. Practicum hours: Addiction Counseling students, 150 total hours; Professional Counseling students, 600 total hours. Prerequisites: PCN 622; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662B: Practicum/Internship II **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN 662A; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662C: Practicum/Internship III **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN 662B; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662D: Practicum/Internship IV **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN 662C; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662E: Practicum/Internship V **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN 662A for Addiction Counseling students; PCN 662D for Professional Counseling students; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662F: Practicum/Internship VI **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN 662E; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662G: Practicum/Internship VII **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN 662F; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 662H: Practicum/Internship VIII **2 credits**

This is a continuation of the counseling Practicum/Internship. Prerequisites: PCN 662G; a GPA of 3.0 or better; and maintenance of student professional liability insurance in the amount of $1 million, $3 million.

PCN 805: Consultation for Behavioral Health Professionals **3 credits**

This course provides an overview of collaboration, consultation models, and problem-solving strategies in various behavioral health settings. The focus is on the application of professional consultation services with diverse populations.

PCN 807: Psychopathology, Behavioral Assessment, and Interventions **3 credits**

This course provides a broad understanding of psychopathology and clinical pathophysiology, behavioral assessment, common medical treatments, evidence-based interventions, and best practices. The integration of medical psychology and behavioral medicine is discussed. Prerequisite: RES 850.

PCN 810: Organizational Psychology **3 credits**

This course provides an overview of the effects of human behaviors, personalities, and group dynamics on relationships in various organizational settings. The focus will be on the application of organizational psychology strategies and interventions to resolve organizational issues and/or problems.

PCN 812: Behavioral Health Management **3 credits**

This course proposes application of behavioral health theories to such areas as epidemiology, disease management, assessment and treatment planning, outcome management, and patient retention. Emphasis is placed on improving the quality of patient care. Prerequisite: RES 850.

PCN 815: Psychology of Motivation **3 credits**

This course provides a broad understanding of theories of human motivation, including the motivations that underlie both maladaptive and adaptive behaviors. The focus will be on the understanding and application of motivation strategies and intervention with diverse populations.

PCN 820: Behavioral Health Clinical Supervision **3 credits**

This course provides a broad understanding of clinical supervision in a variety of behavioral health settings. Clinical supervisory relationships, models of supervision, supervisory assessment instruments, supervisory methods, interventions, and current research are addressed. Prerequisite: RES 861.

PCN 822: Behavioral Health Entrepreneurship **3 credits**

This course examines the business aspects of both the for-profit and nonprofit sectors of the behavioral health industry from an entrepreneurial perspective. Emphasis is placed on the characteristics of successful entrepreneurs, creation of business plans, venture capital and investment, laws and regulations governing behavioral health, and tools for measuring business success. Prerequisite: RES 861.

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PCN 825: Ethics and Behavioral Health Leadership **3 credits**

This course provides a broad understanding of professional codes of ethics, the ethics of supervision, the legal standards, and responsibilities as they relate to leadership and supervision in behavioral health settings. An important goal of this course is to help the leaders develop a high standard of ethical performance in their careers.

Physical Education (PED)

PED 103: Varsity Athletics—Fall/Winter **1 credit**

For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

PED 104: Varsity Athletics—Spring **1 credit**

For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

PED 200: Lifetime Personal Wellness and Teaching of Fitness **4 credits**

This is an introductory course in exercise and wellness. Emphasis is placed on the acquisition of knowledge regarding what fitness entails, self-evaluation of each student's present fitness needs, and development of personalized fitness programs. A special emphasis is placed on a review of nutritional principles and producing a personalized nutrition plan. Students also receive instruction and practice opportunities in the theoretical and practical aspects of flexibility, stretching, and weight training activities. This includes lesson planning, teaching techniques, evaluation, and proficiency in skills by means of lecture, demonstration, and participation.

PED 247[Δ]: Teaching Strategy in Physical Education and Exercise Science **4 credits**

This writing-intensive course is designed to prepare future physical education teachers, fitness instructors, and recreational leaders in the skills necessary to teach physical education activities to groups. Included is the development of lesson plans and course goals/performance objectives that can be applied to the teaching of any skill or activity. Becoming aware of the place of physical education and exercise science globally and perspectives on human diversity in all areas of sport and physical activity is included.

PED 251: Teaching of Team Sports and Individual Activities I **4 credits**

This course is intended to provide students with the general technical and physical skills required to teach selected outdoor sports. Students learn how to plan and organize the team sports of soccer, flag football, and speedball for educational settings; conduct classes while ensuring participants' health and safety; and work with a variety of age and skill levels. This course is also designed to acquaint students with knowledge and experience of outdoor living and outdoor leadership skills. The individual/group activities of camping, backpacking, orienteering, and desert survival skills are discussed and practiced. Field trips to outdoor facilities are taken. Prerequisite: PED 247.

PED 263: Teaching of Team Sports and Individual Activities II **4 credits**

This course is intended to provide the student with the general technical and physical skill required to teach selected sports. Students learn how to plan and organize the team sports of basketball, softball, and volleyball, and the individual/dual activities of tennis, golf, and badminton for educational settings. Students work with a variety of age and skill levels and conduct classes while ensuring participants' health and safety.

PED 325: Coaching Baseball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching baseball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of baseball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED 326: Coaching Basketball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching basketball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of basketball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED 327: Coaching Volleyball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching volleyball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of volleyball, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED 328: Coaching Softball: Theory and Practice **4 credits**

This course is intended to introduce the profession of coaching softball and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of softball, the application of sport-teaching

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fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED 329: Coaching Soccer: Theory and Practice 4 credits

This course is intended to introduce the profession of coaching soccer and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of soccer, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED 331: Coaching Wrestling: Theory and Practice 4 credits

This course is intended to introduce the profession of coaching wrestling and to explore the issues of qualifications; player and coach development; coaching styles, philosophies, and objectives; motivation, team dynamics, and leadership; and sportspersonship. Special areas of emphasis include the fundamental skills and strategies of wrestling, the application of sport-teaching fundamentals to skill and strategy presentation, conditioning, organizing practices and games, and player evaluation. The course also includes field experience—both on and off site—to integrate theory and skills with professional practice.

PED 337: Theory, Philosophy, and Principles of Coaching 4 credits

This course focuses on the basic theory and principles of how to coach sports. Special topics include the relationship of cognitive strategy, personality, and motivation to athletic success; the balance between competition and cooperation, positive and negative feedback, and anxiety, stress, and arousal; communication, goal-setting, and leadership skills of the coaching profession; participation of the child in sport; the Christian approach to coaching; and the psychology of sport.

PED 344: Physical Education for Special Populations 4 credits

This course is designed to develop methods and techniques of teaching the exceptional child in motor activities. Special topics include legislation that affects children with special needs, inclusiveness, the IEP, characteristics of motor functioning and development, behavior management techniques, and an overview of the types of special populations and their specific needs. Emphasis is also placed on the activities and programs to be included in curriculum and practice in leading activities and implementing programs.

PED 405: Elementary School Physical Education 4 credits

This course prepares students to teach physical education to elementary school students. Emphasis is placed on establishing the need for physical education in the schools, how to instruct elementary school children in the psychomotor domain, the subtleties of implementing a physical education program, and the teaching of the objectives of physical education to the school situation and to the individual needs of the child. Experiential teaching and peer review are included in the course.

PED 415: Secondary School Physical Education 4 credits

This course prepares students who desire to teach at the middle school or high school level. Topics include classifications of students, organization of classes, choice and selection of appropriate activities and materials, progression, and testing. The course also examines teaching styles, techniques of effective instruction, and implementing instructional activities that meet NASPE standards in areas such as promoting an active lifestyle, lifetime activity, inclusiveness, responsibility, cooperation, and diversity. Experiential teaching and peer review are included in the course.

Philosophy (PHI)

PHI 103: Introduction to Philosophy and Ethics 4 credits

This course is an introduction to the discipline of philosophy through a study of representative philosophical problems. Students are introduced to analytic tools that enable them to practice critical thinking, evaluate knowledge claims, and establish a rationale and justification for other academic disciplines. Topics to be considered include logic, epistemology, metaphysics, and ethics.

PHI 105: 21st Century Skills: Critical Thinking and Problem Solving 4 credits

This course gives students an introduction to skills of critical thinking and decision making. It provides students opportunities to evaluate the influence and value of these skills in their personal, academic, and professional lives. Emphasis is placed on perception, emotion, fallacious reasoning, and communication.

PHI 305: Ethical Thinking in the Liberal Arts 4 credits

This course considers the role that ethical thinking plays in the liberal arts. Topics are set in historic, literary, artistic, political, philosophical, religious, social, and scientific perspectives. The impact and contributions of leaders in these fields are also considered.

Physics (PHY)

PHY 102: Introduction to Physical Science 4 credits

This course introduces students to the scientific method. Students are expected to classify objects and materials based on physical and chemical properties, as well as develop an understanding of chemical reactions and flow of energy in a system.

PHY 104: Earth and Space Science 4 credits

This course is designed to develop students' skills in the scientific method, develop the understanding of the properties of Earth and its materials, and appreciate Earth in relationship to other objects

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in space. Concepts include geological and atmospheric phenomena.

PHY 111: General Physics I **3 credits**

This course is a study of basic concepts of physics, including motion; forces; energy; the properties of solids, liquids, and gases; and heat and thermodynamics. The mathematics used includes algebra, trigonometry, and vector analysis. A primary course goal is to build a functional knowledge that allows students to more fully understand the physical world and to apply that understanding to other areas of the natural and mathematical sciences. Conceptual, visual, graphical, and mathematical models of physical phenomena are stressed. Students build critical thinking skills by engaging in individual and group problem-solving sessions. Prerequisites: MAT 250 or college algebra. Co-requisite: PHY 111L.

PHY 111L: General Physics I Lab **1 credit**

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY 111 lecture course. Learners are able to perform the proper analysis and calculations to arrive at the correct quantifiable result when confronted with equations involving gravity, sound, energy, and motion. Prerequisite: MAT 250 or college algebra. Co-requisite: PHY 111.

PHY 112: General Physics II **3 credits**

This course is the second in a 1-year introductory physics sequence. In this course, the basics of three areas in physics are covered, including electricity and magnetism, optics, and modern physics. The sequence of topics includes an introduction to electric and magnetic fields. This is followed by the nature of light as an electromagnetic wave and topics associated with geometric optics. The final topic discussed in the course is quantum mechanics. Prerequisite: PHY 111 and PHY 111L. Co-requisite: PHY 112L.

PHY 112L: General Physics II Lab **1 credit**

This course utilizes lab experimentation to practice concepts of physical principles introduced in the PHY 112 lecture course. Some of the topics learners understand and analyze involve the relationship between electric charges and insulators/conductors, magnetism in physics, energy transformations in electric circuits, the relationship between magnetism and electricity, and how they relate to the medical industry. Prerequisite: One of the following: 1) none; or 2) PHY 111L and PHY 111L. Co-requisite: PHY 112.

Political Science (POS)

POS 252: Federal Government **2 credits**

A survey of American government. Meets the teacher certification requirement for American Government.

POS 301: Arizona and Federal Government **2 credits**

This course is a survey of Arizona history and government, as well as American government. It meets the teacher certification requirement for Arizona government and American government.

POS 335: Introduction to Political Thought **4 credits**

This course explores the issues and concepts that are used to develop and critique political theories. Students are introduced to the classics of political thought as well as the more contemporary expressions of political thought.

POS 345: Comparative Government **4 credits**

In this course, students compare and contrast the various systems of government in Western and non-Western countries, while demonstrating a comprehension of political and diplomatic processes and how they affect localities, regions, and nations.

POS 499: Independent Study **1–4 credits**

This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

POS 5301 Arizona and Federal Government **2 credits**

This course is a survey of Arizona history and government, as well as American government. It meets the teacher certification requirement for Arizona government and American government.

Public Safety Administration (PSA)

PSA 332V: Political and Legal Systems **3 credits**

Students will analyze and apply the legal system's model for understanding governmental, legal, and operational problems via the application of systems theory.

PSA 350V: Managerial Communications **3 credits**

This course examines personal and professional relationships through the use of effective verbal and non-verbal skills.

PSA 351V: Public Safety and the Community **3 credits**

This course examines the human and community services, in particular, law enforcement, fire protection, and emergency medical services, from theoretical and practical positions. A major focus will be the underlying philosophies, values, mission, planning, and development of programs and systems, as well as evaluating and altering them. The process of anticipating current and future challenges and the impacts of public policy, public opinion, and customer dynamics will also be explored.

PSA 360V: Information Technology and Systems **3 credits**

This course focuses on the organizational, management, and technology dimensions of information systems. Although many technologies are covered, it is not intended to be a technology class.

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PSA 433V[Δ]: Research Methodology **3 credits**

This course helps students identify problems, review related literature, collect data, and measure objectives in the public safety environment. Students will apply analytical skills to public safety related research projects. A Writing-Intensive course.

PSA 435V: Strategic Planning **3 credits**

This course deals with the fundamentals and application of strategic analysis and planning in public safety.

PSA 438V: Human Resource Management **3 credits**

This course explores values and perceptions of groups that affect recruiting, training, retention, evaluation, and current legal issues in human resources.

PSA 439V: Leadership in Public Safety **3 credits**

This course focuses on motivation theory relating to individual and group functioning in public safety organizations. Leadership styles and their impact on performance are examined.

PSA 440V: Ethics in Public Safety **3 credits**

This course explores case issues and philosophies as they relate to accountability in the public safety environment.

PSA 460V: Project Management **3 credits**

This course addresses basic concepts in project management, emphasizing a balance between the technical aspects of project work. Topics include the emerging importance of project management, tools, and techniques to plan and schedule projects, the manager's role in coordinating projects, and how managers need to be aware of cultural influences.

PSA 490V: Organizational Development and Change **3 credits**

The course provides an overview of approaches to organizational development with emphasis on the practical aspects of changing public safety organizations to improve effectiveness.

PSA 495V: Public Safety Capstone **3 credits**

This course provides a structured way to organize facts, information, and ideas from the academic major. Theoretical concepts from the major will be discussed by critically analyzing and evaluating ideas relating to a practical application process. Students will examine concepts of faith, belief systems, and sets of values and examine moral and ethical issues, including responsibility to individuals and communities.

Professional Studies Core (PSC)

PSC 410: Servant Leadership **4 credits**

This course focuses on servant leadership and ethical leadership, explores how servant leadership is different from other styles of leadership, and examines how this connects to ethics, accountability, and being a responsible leader.

PSC 420: Organizational Behavior and Management (Retired) **4 credits**

Drawing upon real-world management situations, this course is a study of individual and group behavior in organizations through detailed coverage of the functions of management, individual differences/diversity, leadership, motivation, decision making, organizational design, and organizational change and development. Emphasis is placed on how an understanding of organizational behavior leads to effective management practice. Also MGT 420.

PSC 450: Project Management **4 credits**

This course is a study of the unique challenges associated with managing projects as related to the overarching management framework of planning, organizing, leading, and controlling. Emphasis is placed on balancing competing priorities related to human resources, time constraints, and physical resources/materials. Additional focus is placed on managing and controlling project scope. Prerequisite: PSC 420.

PSC 495: Action Research Project **4 credits**

This course provides a structured way for managers to take an overview and general management perspective. Emphasis is on a research project that synthesizes major elements of the professional studies program.

Psychology (PSY)

PSY 100: Psychology in Everyday Life **4 credits**

This course explores the practical application of psychology in social learning theory, personality types, relationships, emotions, learning and memory, and other psychological factors that impact human behavior and everyday life.

PSY 102: General Psychology **4 credits**

This foundation course in the science of behavior includes an overview of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence, gender and sexuality, social psychology, human development, learning psychopathology, and therapy.

PSY 225: Human Sexuality **4 credits**

This course focuses on the topic of human sexuality from a Christian perspective. Themes center on the biological, contextual, and socio-emotional aspects of sexuality. Topics include biological development, sexual communication, sexual morality, sexual behavior, cultural differences in sexual expression, sexual problems, sexually transmitted infections, contraception, conception and childbirth, research on sexuality, dating and mate selection, sexual coercion, sexuality in childhood/adolescence, and sexuality in the later years. By the end of this course, students should be able to demonstrate knowledge about the major themes, theories, and influences in the study of sexuality, and be able to apply course theory to real-world situations. Also SOC 225.

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PSY 255: Personality Psychology **4 credits**

This course is a study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied include the psychodynamic, neo-Freudian, trait and factor, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored. Prerequisite: PSY 102.

PSY 333: Psychology of Religion **3 credits**

Designed to help the student understand and relate to the mental processes involved in individual religious experience, this course gives special attention to the conversion experience, religious motivation, religious development, and the impact of group dynamics. Prerequisite: PSY 101.

PSY 352: Health Psychology **4 credits**

This course reflects psychology's growing interest in health-related issues. Topics include physician adherence; stress and pain management; cardiovascular disease; cancer; chronic illnesses; using tobacco, alcohol, and other drugs; proper nutrition; and exercise, among others. Prerequisite: PSY 102.

PSY 354: Child Psychology **4 credits**

An analysis of prenatal, infant, and child development, this course reviews the physical, social, language, and emotional development of children. The synthesis and integration of personality, motivation, attachment, and play styles are also discussed. Prerequisite: PSY 102.

PSY 356: Learning and Cognition **4 credits**

This course is designed to give students a basic understanding of thinking and learning, including problem solving, language and memory, intelligence and assessment, conditioning, motivation, and emotion. Practical applications in educational and other settings are discussed. Prerequisite: PSY 102.

PSY 357: Lifespan Development **4 credits**

This is a course in developmental psychology with emphasis on the physical, social, cognitive, personality, and moral developments within an individual. The course is designed to provide an understanding of the transitions of life from conception to death. Prerequisite: PSY 102.

PSY 369: Social Psychology **4 credits**

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. Also SOC 369. Prerequisite: PSY 102 or SOC 102.

PSY 373: Adolescent Psychology (Retired) **3 credits**

This course is an examination of the meaning and significance of adolescence; physical, cognitive, moral, and religious development; and the influence of culture, gender expectations, family, peers, and schools on adolescent behavior. Prerequisite: PSY 101.

PSY 380: Introduction to Probability and Statistics **4 credits**

This course is a study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: Any MAT course 120 level or above.

PSY 452: Experimental Psychology **4 credits**

This course is a laboratory course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of activities will be performed in such areas as learning, motivation, and perception. Prerequisite: PSY 380.

PSY 460: Fundamentals of Counseling and Guidance **4 credits**

This course, which is designed for teachers, ministers, business personnel, and community agency workers, emphasizes the effective use of psychology as a tool for guidance by persons in various occupations. Prerequisite: PSY 102.

PSY 470: Abnormal Psychology **4 credits**

This course is designed to help students recognize and understand mental illness through a better awareness of the emotional, functional, and physiological factors influencing mental health. This is a foundation course in the science of behavior and includes a study of the origin and development of abnormal behavior patterns and disorders. This course includes the symptoms, diagnoses, etiology, epidemiology, and treatment of various psychological disorders and syndromes. Prerequisite: PSY 102.

PSY 499: Independent Study **1–4 credits**

This course involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

PSY 510: Contemporary and Ethical Issues in Psychology **4 credits**

This course serves as the foundation for advanced graduate study in the field of psychology. Professional skill development, such as critical thinking, scholarly writing, and literature reviewing are covered, as well as contemporary ethical issues in the field of psychology, including issues in research, writing, psychotherapy, forensic psychology, and animal research.

PSY 520: Graduate Statistics **4 credits**

This course provides a study of theories of probability, descriptive and inferential analyses of data, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods.

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PSY 530: Social and Cultural Psychology **4 credits**

This course is a study of social, group, and multicultural factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, altruism, attraction, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control.

PSY 550: Research Methods **4 credits**

This course emphasizes both the theoretical and applied aspects of experimental design and research methodology at the graduate level, including qualitative, quantitative, and mixed designs.

PSY 560: Learning, Cognition, and Motivation **4 credits**

This course offers advanced theory in human cognition and learning, including attention, memory, consciousness, decision making, problem solving, motivation, cognitive mapping, and schemata.

PSY 565: Industrial/ Organizational Psychology **4 credits**

This course applies social and organizational methods and principles to business and industry. Topics include human behavior at work; personnel selection, evaluation, and training; motivation and job satisfaction; management philosophies; employee-management relationships; work and equipment design; working conditions; accidents and human errors; and consumer psychology.

PSY 570: Psychopathology **4 credits**

This course offers students a deeper understanding of current issues in adult psychopathology, including axis 2 and co-occurring disorders. Students gain advanced knowledge of clinical assessment and treatment planning and engage in in-depth research in the field related to the symptoms, etiology, epidemiology, and treatment of psychological disorders.

PSY 575: Organizational Behavior and Development **4 credits**

This course examines the theoretical foundations for organizational development and explores how organizations function. Topics include decision-making and group processes in organizations; conflict management; nature and design of effective organizations; power, influence, and politics; and organizational development.

PSY 650: Human Development **4 credits**

This course in developmental psychology emphasizes the physical, social, cognitive, personality, spiritual, and moral developments within an individual. The course is designed to provide an understanding of the transitions of life from conception to death.

PSY 655: Strategies for Effective Leadership and Consultation **4 credits**

This course examines methods for achieving personal, group, and organizational goals through effective consulting and management strategies. Topics include trait, behavior, contingency, and contemporary theories of leadership; gender, cultural, and emotional issues in leadership; critical incidents, including stress, burnout, workplace violence, and work-family conflict; strategic planning; and group dynamics.

PSY 660: Health Psychology **4 credits**

Using the biopsychosocial model of health, this course examines how biological, psychological, and social factors interact with health-promoting and illness-preventing behaviors. Personality factors and the medical community's role in health promotion are also covered.

PSY 665: Principles of Personnel and Human Resource Management **4 credits**

This course examines psychological principles related to personnel and human resource management in both physical and virtual work environments. Topics include personnel selection; performance appraisal; selection, affirmative action and equal opportunity decision making; design and evaluation of training programs; training methods and management development; the work environment; and psychological testing.

PSY 692: Capstone Course **2 credits**

In this course, students complete a master's research proposal by choosing an original topic and creating a proposal that addresses the literature review, the hypothesis, a method section, and discussion of hypothetical results.

PSY 695: Capstone Course **4 credits**

In this course, students complete a master's research proposal by choosing an original topic and creating a proposal that addresses the literature review, the hypothesis, a method section, and discussion of hypothetical results.

PSY 801: Doctoral Studies in Psychology **3 credits**

This course serves as the foundation for advanced graduate study in the field of psychology. Professional development of skills such as critical thinking, scholarly writing, and literature reviewing is covered, and students are encouraged to formulate their own goals and objectives for their doctoral study in psychology.

PSY 805: Advanced Social Psychology **3 credits**

This course is a study of social, group, and multicultural factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, altruism, attraction, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control.

PSY 807: Theories of Cognition, Motivation, Collaboration, and Learning **3 credits**

This course discusses foundational theoretical research in areas such as cognition, motivation, learning, communications, and collaboration. Applications to both learning and communications solutions are addressed as are research initiatives.

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PSY 810: History and Systems of Psychology **3 credits**

This course is designed to familiarize the graduate student with the major schools of thought in psychology and their philosophical origins. The individuals and their personal experiences are examined in depth. The social, economic, and political forces that have influenced the developing discipline of psychology are also examined.

PSY 812: Tests and Measurements **3 credits**

This course is a study of the purposes and uses of tests. Topics include writing and measuring objectives and learned outcomes, analyzing and interpreting tests and marking systems, and understanding statistics as applied to standardized and computerized tests.

PSY 815: Ethical Issues In Psychology **3 credits**

This course serves as the foundation for ethical study in the field of psychology. Ethical issues in research, writing, psychotherapy, forensic psychology, and animal research are covered. The origins of ethical practices—including the philosophical theories of ethics, the Christian worldview, and the APA code of ethics—are also addressed.

PSY 817: Technologies for Learning and Communication **3 credits**

This course enables the learner to research current and emerging technologies in learning and communications. The psychology of applying technology to individuals, organizations, and communities, and the assessment of risks and benefits associated with the use of technology are discussed.

PSY 820: Cognitive Science **3 credits**

This course examines theoretical and empirical approaches to understanding different mental processes, including perception, attention, reasoning, intelligence, creativity, concept formation, memory, mental imagery, language, emotional states, and moral reasoning. The development and underlying foundations of these processes and their instantiation in the brain are examined.

PSY 821: Building Community and Social Networking **3 credits**

This course enables the learner to create strategies for building communities and social networks. The areas of psychology relevant to collaboration, communities, mass communications, and social networking are discussed. The psychology of change at the organization, community, and social network levels is also addressed.

PSY 823: Learning and Communication Design **3 credits**

This course enables the learner to use a systematic design process to develop learning and communication solutions. The psychologies of creativity and innovation are discussed in the contexts of the design process and their influences on scholarly research.

PSY 825: Advanced Research Design **3 credits**

This course emphasizes both the theoretical and applied aspects of experimental design and research methodology at the graduate level, including qualitative, quantitative, and mixed designs.

PSY 827: Integrating for Learning and Communication **3 credits**

The integration of psychology, technology, and learning is discussed as it relates to innovative research and solutions for learning and communications. The development of a rationale for integration and change including factors such as costs, benefits, and risks is addressed as learners integrate theories, such as social intelligence, to enable successful change.

PSY 828: Advanced Life Span Development **3 credits**

This course examines advanced topics in the field of human development. Students increase their knowledge across the life span by examining the current research in physical, social, cognitive, personality, and moral development across the life span.

PSY 830: Principles of Industrial/ Organizational Psychology **3 credits**

This course applies social and organizational methods and principles to business and industry. Topics include human behavior at work; personnel selection, evaluation, and training; motivation and job satisfaction; management philosophies; employee-management relationships; work and equipment design; working conditions, accidents and human errors; and consumer psychology.

PSY 831: Foundations of Performance Psychology **3 credits**

This course is designed to apply theories of emotion, cognition, and motivation to performance and explore the variables related to performance excellence. Application of performance psychology principles to applied settings is also addressed.

PSY 832: Psychology of Leadership **3 credits**

This course provides an extensive consideration of leadership theories, models, styles, and best practices.

PSY 833: Psychomotor Performance **3 credits**

This course introduces motor learning and control principles, constructs, laws, and theories, and their application to individual skill learning.

PSY 834: Psychology of Consulting and Coaching **3 credits**

This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management.

PSY 835: Principles of Behavior Modification **3 credits**

This course examines theoretical and empirical approaches to learning theory and behavior modification. The course focuses on the fundamental approaches and applications of learning theory and applied behavioral analysis to modify behavior.

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PSY 836: Principles of Personnel and Human Resource Management **3 credits**

This course examines psychological principles related to personnel and human resource management in both physical and virtual work environments. Topics include personnel selection, affirmative action and equal opportunity decision making in selection, design and evaluation of training programs, training methods and management development, performance appraisal, and the work environment.

PSY 837: Applied Psychology of Leadership **3 credits**

This course provides an overview of leadership theories and models from a psychological perspective. It introduces leadership development within the individual, group, and organization, focusing on the skills and abilities of effective leaders.

PSY 838: Testing and Assessment in the Workplace **3 credits**

This course provides students with an overview of the different types of tests used in organizational settings and experience in their application. Included is a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and achievement; interpret test results; and summarize results in a written report.

PSY 839: Performance Enhancement **3 credits**

The purpose of this course is to apply psychological theories and principles to performance enhancement. Business and consulting skills are also addressed.

PSY 840: Personality Psychology **3 credits**

This course is a study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied include the psychodynamic, neo-Freudian, trait and factor, cognitive, and behavioral theories. The Christian perspective on the nature of human personality is also explored.

PSY 843: Program Evaluation **3 credits**

This course is an introduction to the logic and methods of modern social program evaluation. Program evaluation derives from the idea that social programs should have demonstrable effects, and those effects should in some way outweigh the costs of the program. This course focuses on theoretical and strategic issues in designing and implementing formative or summative evaluations, including assessment of fidelity to a model and assessment of impact, with special attention to the effects of the sociocultural context in which the intervention takes place.

PSY 845: Doctoral Statistics **3 credits**

This course provides a study of theories of probability, descriptive and inferential analyses of data, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods.

PSY 847: Biological Psychology **3 credits**

This course emphasizes the relationship between brain and behavior. The role of genetic, neural, and hormonal physiological processes in sensation, perception, motivation, and learning are discussed in the context of recent research.

PSY 850: Qualitative Research Methods **3 credits**

This course provides students with an overview of qualitative methods and offers students the opportunity to apply and interpret qualitative research. Topics include data collection, data analysis, appropriate qualitative inquiry, and theories of qualitative methods.

PSY 860: Human Learning and Cognition **3 credits**

This course offers advanced theory in human cognition, learning, and motivation, including attention, memory, consciousness, decision making, problem solving, motivation, cognitive mapping, and schemata. Prerequisite: PSY 820.

PSY 863: Cognition and Instruction **3 credits**

This course is designed to apply theories of cognitive psychology to learning and instruction, and thus explores the principles of learning in the context of formal education. Educational research related to classroom practice and application is considered in four domains: information processing/memory, attitudes/motivation, intelligence, and formal learning. Prerequisite: PSY 860.

PSY 866: Social Cognition **3 credits**

This course is a study of social cognition, including how people understand themselves and other people. Prerequisite: PSY 863.

PSY 870: Multivariate Statistics **3 credits**

This course furthers students' knowledge in statistics through the use of multivariate statistics. A wide variety of multivariate statistical methods is covered, including their process, analysis, and appropriateness to given research questions. Prerequisite: PSY 845.

PSY 955: Dissertation I **3 credits**

This course introduces students to the final phase of the doctoral study in psychology: the doctoral dissertation. Students plan, conduct, analyze, and interpret original research, and submit their final product for approval during an oral defense. This course offers students the opportunity to select an appropriate topic, and draft the first three sections of their dissertation (introduction, literature review, and methods).

PSY 960: Dissertation II **3 credits**

Following successful completion of PSY 955, students continue their work toward the completion of their dissertation by gaining both committee and IRB approval for their proposal, conducting their data collection in accordance with the methods selected in their proposal, and analyzing the results. By the end of this course, students should have the fourth chapter of their dissertation completed. Prerequisite: PSY 955.

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PSY 965: Dissertation III **3 credits**

Following successful completion of the two preceding dissertation courses, students finish their work on their doctoral dissertation and submit it for final approval during the oral defense. This course affords students the opportunity to draft a discussion section that interprets their findings, as well as an abstract that summarizes their findings. Students also draft their front and back matter, including appendices, tables, and a reference section. The final step in this course is to defend the doctoral dissertation, obtain final committee approval, and submit the document for publication. Prerequisite: PSY 960.

Reading Education (RDG)

RDG 511: Corrective Reading Assessment **4 credits**

This course introduces participants to the barriers that prohibit students from learning to read. The course provides participants with a working knowledge of common reading difficulties. Participants are provided with informal diagnostic tools to diagnose common reading problems. They also investigate how to identify and implement a corrective action plan, as well as analyze and reflect on its results. Research-based intervention programs and guidelines for accessing appropriate resources to provide instructional support for students with reading difficulties are investigated in this process. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, and 3.2.

RDG 512: Reading and Writing: Elementary **4 credits**

This course is designed for students to acquire foundational knowledge related to elementary linguistic principles of the English language—the basics of phonetics, phonology, morphology, syntax, and new vocabulary—while addressing the issues related to the usage of standard and nonstandard varieties of English. That knowledge is then practically used as students investigate the assessment of elementary reading and writing problems. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, and 5.2.

RDG 513: Reading and Writing: Secondary **4 credits**

This course helps students to acquire foundational knowledge related to secondary linguistic principles of the English language—the basics of phonetics, phonology, morphology, syntax, and new vocabulary—while addressing the issues related to the usage of standard and nonstandard varieties of English. That knowledge will be practically used as students investigate the assessment of secondary reading and writing problems. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.3, 2, 2.2, 2.3, 3, 3.1, 3.2, 3.4, and 5.

RDG 514: Reading in the Content Areas: Elementary **4 credits**

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, literature, and electronic texts are explored with a focus on strategies that are relevant in every elementary content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4.

RDG 517: Reading in the Content Areas: Secondary **4 credits**

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, literature, and electronic texts are explored with a focus on strategies that are relevant in every secondary content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4.

RDG 522: Developmental Learning and Assessments **4 credits**

This course combines a study of learning (including both cognitive and behavioral perspectives), human development (childhood through adolescence), and assessment (traditional and performance, teacher-made and standardized). Course participants apply course information practically to reading assessment and instruction. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.4, and 5.

RDG 523: Instructional Leadership/Literacy Coaching **4 credits**

Students acquire a repertoire of skills that enable them to function comfortably and effectively in a changing learning environment. The course provides teachers with an understanding of the complexity of being a leader in times of change. Students develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

RDG 530: Foundational Theory and Research **4 credits**

This course examines the past trends in reading instruction in America and addresses the effects of historical studies that impacted the evolution of reading instruction over the past half-century. Attention is focused on determining the core findings of important research studies and applying that knowledge to the reading profession, as well as examining effective research techniques that are used in those processes. Students conduct action research related to their job roles and evaluate and interpret research literature. Students evaluate theory, techniques, and design of scientific research. The national standards for the International Reading Association are incorporated as well, with students ultimately creating an electronic portfolio based on those standards. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 1.4, 3.1, 3.3, 5.2.

RDG 581: Elementary Practicum **4 credits**

This course provides an in-depth study of the International Reading Association (IRA) Standards by examining research-based approaches linking assessment and instruction for elementary teachers. Teachers learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment.

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Students develop individual case studies. This course meets the following IRA Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4.

RDG 585: Children and Young Adult Literature 4 credits

The course focuses on using literature within a complete developmental literacy program from the emergent stage to the adult proficiency level. Particular emphasis is dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres, including digital text, to meet specific instructional needs and literacy goals. Knowledge and skills are developed to assist students with applying the components of balanced literature-based literacy programs within their classroom or school setting. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 4.1, 4.2, 5.3.

RDG 586: Secondary Practicum 4 credits

This course provides an in-depth study of the International Reading Association (IRA) Standards by examining research-based approaches linking assessment and instruction for secondary teachers. Teachers learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment. Students develop individual case studies. This course meets the following IRA Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4.

RDG 5020: The Reading Process 3 credits

The three stages of literacy acquisition and growth will be discussed at each cognitive level. This course provides participants with a solid foundation of the reading process and its real world applications. This course meets the following International Reading Association (IRA) Standards: 1, 2, and 5.

RDG 5060: Literacy and Literature: How to Comprehend 3 credits

Learners will be exposed to literary elements of both narrative and expository text. In addition, strategies for the development of comprehension and vocabulary skills that promote understanding of literature are explored. This course meets the following International Reading Association (IRA) Standards: 1, 2, and 3.

RDG 5070: Reading Diagnosis: The Application of and Rationale for Assessment 3 credits

The learner explores informal and formal reading assessments as well as analyzes specific literary measures given at the learner's school. An opportunity to administer an informal reading inventory is provided. This course meets the following International Reading Association (IRA) Standards: 1 and 2.

RDG 5080: Remediation of Reading Difficulties 3 credits

In this course, students analyze data generated from an informal reading inventory. Participants are provided the opportunity to select strategies for reading remediation based on the data analysis. This course lays the foundation for the creation of a plan of action for reading intervention.

RDG 5110: Corrective Reading Assessment 3 credits

Participants of this course are provided with informal diagnostic tools that diagnose common reading problems. Learners will also investigate how to identify and implement a corrective action plan as well as analyze and reflect on the results of the corrective action plan.

RDG 5120: Reading and Writing: Elementary 3 credits

This course is designed for students to acquire foundational knowledge related to principles of balanced literacy (teaching of reading and writing together). Learners will acquire reading and writing strategies to implement with the elementary classroom.

RDG 5130: Reading and Writing: Secondary 3 credits

This course is designed for students to acquire knowledge related to principles of balanced literacy (teaching of reading and writing together). Learners will attain reading and writing strategies to implement within the secondary classroom.

RDG 5140: Reading in the Content Areas: Elementary 3 credits

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, and literature is explored with a focus on strategies that are relevant in every elementary content area.

RDG 5160: Reading Practicum 3 credits

Participants will use an informal reading inventory to diagnose and assess reading abilities. An individualized action plan will be created and implemented one-on-one with a student based on his or her assessment results.

RDG 5170: Reading in the Content Areas: Secondary 3 credits

This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, literature texts is explored. There is a focus on strategies that are relevant in every secondary content area.

RDG 5220: Developmental Learning and Assessments 3 credits

This course combines the study of learning, human development, and assessment, providing participants with the opportunity to apply course information practically to reading assessment and instruction.

RDG 5230: Instructional Leadership and Literacy Coaching 3 credits

The course provides teachers with an understanding of the complexity of being a leader in times of change and affords them the opportunity to develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

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RDG 5300: Foundational Theory and Research 3 credits

This course examines seminal reading research. Learners will reflect upon personal experience with reading programs and strategies. Upon completion of this course learners will have the ability to assess real-world reading programs and make recommendations for school/student improvement.

Research (RES)

RES 811: Introduction to Advanced Graduate Studies and Scholarship 3 credits

This course introduces students to the principal elements of research and scholarly writing. Learners explore approaches to synthesizing literature and the application of the major components of APA form and style, and learn to coordinate literature searches. Furthermore, they learn how to discern principal arguments, analyze research questions, and clearly identify the key scholarly attributes to journal articles and other sources of scholarly data. This course also introduces learners to the University's overarching values and beliefs regarding research and the responsibility scholars have in continuing a tradition of contributing to an ever-growing body of knowledge.

RES 850: Foundations for Research 3 credits

This course provides a broad overview of foundational elements for conducting independent, original research. Qualitative, quantitative, and mixed research methods are introduced and applied. The template for developing a research prospectus is also introduced, with emphasis on identifying a researchable topic related to the learners' degree specialization. Prerequisite: RES 811.

RES 861: Analysis of Existing Research 3 credits

This course is designed to train learners in the conduct of a systematic literature review related to their research topic. Emphasis is placed on creating structure for reading, analyzing, synthesizing, and organizing prior research necessary for drafting the first iteration (draft) of Chapter 2 of the dissertation. Learners use the research prospectus template to guide the development of their Chapter 2. Prerequisite: ORG 810, EDA 810, EDL 810, EDU 810, PCN 810, or RES 850.

RES 862: Understanding Research and Methodology 3 credits

In order to explore research findings, scholars must be clear in their explanation of the steps that were taken to gather the data. This course will examine the choices a scholar must make when choosing a methodology and the impact those approaches will have on the study and the results. The course will also review research methods and will discuss criteria to be considered in the choice of data collection methods, including the consideration of interactive methods for the collection of qualitative data (interview and focus groups), quantitative data (survey, experiment), and mixed methods. This course will provide exposure to the basic concepts and tools that leadership students and practitioners need in order to understand and analyze data and to utilize research findings in decision making and problem solving. Prerequisite: RES 861.

RES 865: Research Design and Methods 3 credits

In order to explore research findings, scholars must be clear in their explanation of the steps that were taken to gather the data. This course examines the choices a scholar must make when choosing a methodology and the impact those approaches have on the study and the results. The course also reviews research methods and discusses criteria to be considered in the choice of data collection methods, including the consideration of interactive methods for the collection of qualitative data (interview and focus groups), quantitative data (survey, experiment), and mixed methods. This course provides exposure to the basic concepts and tools that leadership students and practitioners need in order to understand and analyze data and to utilize research findings in decision making and problem solving. Prerequisite: RES 861.

RES 866: Approaches to Research Design and Data Analysis 3 credits

This course provides learners with an overview of qualitative, quantitative, and mixed methods approaches with emphasis on conceptual and practical aspects of data collection, management, and analysis. Learners use their research prospectus to align the research question(s) and variables of interest with the appropriate data collection and analytical techniques. Prerequisite: RES 861.

RES 871: Developing the Formal Proposal 3 credits

The best researchers know how to strategically define their research agenda with the necessary clarity to inform the scholarly community and to establish a blueprint for analysis and replication. In this course, learners focus on these issues by exploring development of chapter 1 of their dissertation proposal. Learners are asked to create a problem statement; identify research questions and/or hypotheses; identify the data required to answer those questions; summarize the methodology they will use to investigate the problem; and provide a discussion of the study's significance and purpose, limitations/delimitations and assumptions, operational definitions, and an introduction to the problem as well as a summary of the chapter in order to demonstrate their understanding of effective research application. The development of this knowledge will result in the formation of the learner's dissertation proposal. Prerequisites: One of the following combinations: 1) RES 862; or 2) RES 861 and RES 865.

RES 880: Formalizing the Research Prospectus 3 credits

Learners complete a cogent research prospectus as the foundation for their dissertation research proposal. Emphasis is placed on fully articulating a study design and methodology that is aligned with the research questions and developing the first iteration (draft) of Chapter 3 of the dissertation. The prospectus is formally approved by the College of Doctoral Studies. Prerequisite: RES 866.

RES 885: Developing the Research Proposal 3 credits

In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1

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and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft by the College of Doctoral Studies. Prerequisite: RES 880.

Residency (RSD)

RSD 851: Residency: Dissertation **3 credits**

This residency allows students to begin developing their skills as academic researchers. Residency sessions address topics such as research question development, design, item generation, subscale development and analysis, and basic hypothesis testing. Students have hands-on experience with quantitative and qualitative analysis software.

RSD 881: Residency: Presentation of Progress or Results **3 credits**

This residency prepares students to present their scholarly work and to thoughtfully critique the work of others. Students orally present papers developed in their own classes and respond to questions from colleagues. Students are further prepared to become active members in academic communities by learning how to review papers and provide comments.

Science (SCI)

SCI 103: Safety in the Science Laboratory **2 credits**

This course is designed to develop students' knowledge of safety standards as determined by OSHA, EPA, NSTA, and local agencies in preparation for performing duties and/or teaching in a science laboratory. Topics include establishing and maintaining safety standards and appropriate safety equipment, the necessity of ongoing safety training, and understanding liabilities. Emphasis is placed on providing students with opportunities to demonstrate leadership in a science laboratory and competence in all areas of safety through the practical application of safety standards.

SCI 498: Senior Capstone in Forensic Science **4 credits**

The capstone course provides an opportunity for students to make contact with practitioners, investigate special topics or specific areas of interest in forensic science, and potentially participate in hands-on application through research or internship experiences. Students are expected to address a critical issue in evidence and forensic science. Skills in critical thinking, analysis, and application of learned material are key to success in this course. As part of the final process, students must prepare a written report and orally present their findings in an end-of-course seminar that is open to the public. Prerequisite: Senior status.

Secondary Education (SED)

SED 420N: Adolescent Literacy (Retired) **3 credits**

This course is designed to assist teacher candidates in understanding, evaluating and promoting effective pedagogy in adolescent literacy. Emphasis will be on adolescents and fluency, vocabulary skills, literary elements of narrative text, literary elements of expository text, evaluating adolescent literature for readability and motivation, adolescent literature based pedagogy, critical literacy and strategies in promoting critical literacy. Practicum hours – 30. Prerequisites: Fingerprint Clearance, EDU 363N, SPE 325N, ESL 433N, SED 442N.

SED 430N: Critical Issues in Secondary Education **3 credits**

This course will focus on contemporary issues that are hot topics in the field of secondary education. Students will explore various educational issues and will self-analyze their own positions as they develop a personal belief system about their role as a secondary education teacher. Practicum hours - 10. Prerequisites: Fingerprint Clearance, EDU 430N, and SED 452N.

SED 435: Adolescent Literacy **4 credits**

This course is designed to assist teacher candidates in understanding, evaluating, and implementing effective pedagogy in adolescent literacy. A graduate in adolescent literacy should be able to recognize and assess the defining elements of literacy, from decoding skills to higher level critical thinking applications. Subsequently, teachers should be able to understand, evaluate, and promote effective literacy pedagogy as it relates to the adolescent learner. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED 442N: Secondary Theory and Methods (Retired) **3 credits**

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate decisions about all aspects of teaching. Major emphasis is given to planning instructional objectives, planning lessons, assessing objectives, and developing teaching methodology, which encourages problem-solving, active participation, and assessment. Practicum hours - 15. Prerequisites: Fingerprint Clearance.

SED 444: Secondary Methods and Data Driven Pedagogy **4 credits**

This course is designed to help teachers and prospective teachers of young adults find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching profession. Emphasis is given to teaching methodology that encourages problem solving, active participation, and assessment. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED 454: Reading and Learning Strategies for Middle and Secondary Schools **4 credits**

This course develops a broad range of reading (from decoding skills to higher level critical thinking applications), teaching, and learning strategies to effectively enhance the learning of middle and secondary school students. A major emphasis is given to utilization of these strategies in the midst of today's socially and

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culturally diverse classrooms. Subsequently, teachers should be able to understand, evaluate, and promote effective adolescent literacy pedagogy. Practicum/field experience hours: 30. Prerequisites: Fingerprint Clearance, EDU 230, and one of the following: 1) EDU 215; or 2) EDU 210.

SED 455: Secondary Curriculum Development and Assessment **4 credits**

In this study of secondary school curriculum development, major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing a model curriculum. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SED 444.

SED 480NA: Student Teaching: Secondary Session A **6 credits**

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED 480NB: Student Teaching: Secondary Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: SED 480NA.

SED 482: Methods of Teaching Mathematics in Secondary Schools **4 credits**

This course is designed to develop an understanding and ability to apply the methods and principles of effective instruction using mathematics in the secondary classroom. This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective lessons that are aligned to standards and increase student achievement. Practicum/field experience hours: 15. Prerequisites: Fingerprint Clearance and SED 444.

SED 483: Methods of Teaching Science in Secondary Schools **4 credits**

This course is designed to acquaint the secondary teacher with the curriculum and effective pedagogical techniques for the teaching of science. Learners demonstrate understanding of key science concepts and apply research-based strategies and approaches to unit design and lesson planning, utilizing instructional models discussed in the course. This course includes laboratory experiences through field experiences. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED 485: Methods of Teaching Social Studies in Secondary Schools **4 credits**

This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective social studies lessons that are aligned to standards and increase student achievement. Adolescent-based literacy and pedagogy are used to promote social studies content knowledge. Practicum/field experience hours: 30. Prerequisites: Fingerprint Clearance and SED 444.

SED 535: Adolescent Literacy **4 credits**

This course is designed to assist teacher candidates in understanding, evaluating, and implementing effective pedagogy in adolescent literacy. A graduate in adolescent literacy should be able to recognize and assess the defining elements of literacy, from decoding skills to higher-level critical thinking applications. Subsequently, teachers should be able to understand, evaluate, and promote effective literacy pedagogy as it relates to the adolescent learner. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED 541: Secondary Theory, Methods, and Data-Driven Pedagogy **4 credits**

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate and data-driven decisions about all aspects of teaching. Major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem solving, active participation, and assessment. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED 544: Secondary Curriculum Development and Assessment **4 credits**

Various orientations to curriculum development and assessment are investigated and elements of model curricula are examined. Emphasis is given to understanding current structures and trends in high schools, as well as critical issues, as these relate to curriculum and assessment. Course content is strategically planned to enable participants to make informed curriculum decisions to meet the needs of a diverse student population. Also emphasized is the alignment of educational objectives to standards and building both formative and summative assessments, including rubrics to analyze student learning. This course focuses on the principles and practices involved in curriculum design. Participants develop their own curriculum unit. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SED 553: Reading and Literacy Strategies for Middle and Secondary Schools **4 credits**

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and the understanding, evaluating, and promoting of effective pedagogy in adolescent literacy. The development and

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use of integrated and thematic approaches of instruction are addressed. Students are expected to observe and assist in a grade 7-12 classroom while taking this course. Practicum/field experience hours: 30. Prerequisite: Fingerprint Clearance.

SED 580A: Student Teaching Internship: Secondary I (Retired) 6 credits

Students are required to fulfill an 8-week internship experience in a classroom with a certified teacher. This course must be taken immediately preceding SED 580B Secondary II Student Teaching.

SED 580B: Student Teaching Internship: Secondary II (Retired) 6 credits

Students are required to fulfill an 8-week internship experience in a classroom with a certified teacher. This course must be taken immediately following SED 580A Secondary I Student Teaching.

SED 580NA: Student Teaching: Secondary Session A 6 credits

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SED 580NB: Student Teaching: Secondary Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: SED 580NA.

SED 5341: Early Adolescent Psychology in Middle School Teaching 3 credits

This course explores the physical, psychological, and socioemotional development of adolescents in the middle-school setting. Also discussed are strategies for promoting positive habits for adolescents to enrich the health of body, mind, and emotions.

SED 5342: Curriculum and Methods: Middle School Teaching 3 credits

This course will examine the developmental characteristics and needs of young adolescents and the relationship between these characteristics and middle school practices. Age-appropriate instructional strategies will be studied. Participants will consider implications on middle school curriculum and classroom instruction.

SED 5482: Methods of Teaching Mathematics in Secondary Schools 3 credits

This course is designed to develop teachers' understanding and ability to apply the methods and principles of effective instruction in the secondary mathematics classroom. Topics discussed include the importance of planning for instruction, national principles and standards for school mathematics instruction, instructional strategies, and the integration of technology and Web resources to enhance mathematics instruction and increase student achievement.

SED 5483: Methods of Teaching Science in Secondary Schools 3 credits

This course covers inquiry-based learning strategies, teaching research methods, and the use of technology in the science classroom.

SED 5485: Methods of Teaching Social Studies in Secondary Schools 3 credits

This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective social studies lessons that are aligned to standards and increase student achievement.

Sociology (SOC)

SOC 100: Everyday Sociology 4 credits

This course surveys concepts, theories, and methods of applied sociology in everyday life. Emphasis is placed on demonstrating the impact of sociological concepts on human behaviors and interactions in society.

SOC 102: Principles of Sociology 4 credits

This course presents a survey of the concepts, theories, and methods used by sociologists to describe and explain the effects of social structure on human behavior. It emphasizes the understanding and use of the sociological perspective in everyday life.

SOC 220: Social Problems 4 credits

This course provides a survey of the various issues and problems faced by contemporary American society, including crime, drug abuse, sexual variance, poverty, overpopulation, and family relations. Emphasis is placed upon how these problems arise from and are perpetuated by modern social structure.

SOC 225: Human Sexuality (Retired) 4 credits

This course focuses on the topic of human sexuality from a Christian perspective. Themes center on the biological, contextual, and socio-emotional aspects of sexuality. Topics include biological development, sexual communication, sexual morality, sexual behavior, cultural differences in sexual expression, sexual problems, sexually transmitted infections, contraception, conception and childbirth, research on sexuality, dating and mate selection, sexual coercion, sexuality in childhood/adolescence, and sexuality in the later years. By the end of this course, students should be able to demonstrate knowledge about the major themes, theories, and influences in the study of sexuality, and be able to apply course theory to real-world situations. Also PSY 225.

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SOC 315: Cultural Anthropology **4 credits**

This course provides a study of the variety of cultures that have developed in human society. Attention is given to preliterate peoples in comparison with contemporary and other cultures. The origin and development of the cultures, their technologies, economies, social organizations, and beliefs are surveyed.

SOC 320: Marriage and Family **4 credits**

This course is designed as a practical look at the subject with emphasis on understanding and applying sociological research on marriage and family life to students' present and future lives. Cross-cultural and historical information is also presented.

SOC 369: Social Psychology (Retired) **4 credits**

This course provides a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. Also PSY 369. Prerequisite: PSY 102 or SOC 102.

SOC 400: Social Research and Statistics **4 credits**

This course provides an explanation of the various methods used by social scientists to find answers to the questions posed by their subject matter, including basic terminology and concepts and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. An introduction to analysis of data obtained from research is also included.

SOC 410: Social Inequality and Stratification **4 credits**

This course provides an inquiry into the dynamics of hierarchies of power, wealth, and prestige within and among human social systems, with particular attention given to the causes and effects of marked inequality, especially with regard to the foundations and consequences of concentration of political and economic power.

SOC 415: American Minority Peoples **4 credits**

This course provides a study of the various minority groups in the United States and their sociological significance in the history of the nation and current culture. The history and status of American immigration policy are also considered.

SOC 417: Sociological Theory **4 credits**

This course is a survey of the major theorists whose works and thoughts have influenced and guided the academic discipline of sociology. The emphasis is placed on the founders of sociological theory from the 19th century but attention is also given to those who followed in their footsteps in the 20th and 21st centuries.

Spanish (SPA)

SPA 104: Elementary Spanish I **4 credits**

This course builds a foundation in the language development skills of listening, speaking, reading, and writing. The course textbook is supported by an extensive workbook and online lab which allows students to hear Spanish spoken by native speakers. Students practice their spoken Spanish through face-to-face activities or by recorded wave files. Additionally students are prompted to growth in global awareness through participation in cultural events in their communities, reviewing movies set in Hispanic cultural settings, and reading books in English by Hispanic authors about Hispanic culture.

SPA 105: Elementary Spanish II (Retired) **4 credits**

This course is a continuation of SPA 104. Prerequisite: SPA 104 or equivalent.

SPA 201: Intermediate Spanish I **3 credits**

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Prerequisite: SPA 102. Co-requisite: SPA 201L.

SPA 201L: Intermediate Spanish I Lab **1 credit**

A lab course designed to complement and support the principles learned in SPA 201. Prerequisite: SPA 102. Co-requisite: SPA 201.

SPA 202: Intermediate Spanish II **3 credits**

Continuation of SPA 201. Prerequisite: SPA 201 or instructor's approval.

SPA 202L: Intermediate Spanish II Lab **1 credit**

A lab course designed to complement and support the principles learned in SPA 201. Prerequisite: SPA 201. Co-requisite: SPA 202.

SPA 214: Intermediate Spanish I **4 credits**

This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. This course includes some study of Spanish-language cultures. Prerequisite: SPA 105 or placement.

SPA 224: Intermediate Spanish II **4 credits**

This course continues to build on vocabulary, language structure, oration, and composition skills. This course includes some study of Spanish-language cultures. Prerequisite: SPA 214.

SPA 309: Spanish Conversation **4 credits**

This course helps students speak with fluency and standard pronunciation, develop facility in the language, and become conversant with Spanish-language cultures, common expression, and everyday usage. Prerequisite: SPA 224 or placement.

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SPA 310: Spanish Composition and Grammar **4 credits**

This course helps the student express a wide range of style in writing: description, narration, persuasion, comparison/contrast, and dialogue through careful drafting and editing of content, grammar, and orthography. This course includes some study of Spanish-language cultures. This is a writing-intensive course. Prerequisite: SPA 224.

SPA 320: Contemporary Issues **4 credits**

This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Prerequisite: SPA 309.

SPA 341: Introduction to Literature in Spanish **4 credits**

This course provides an introduction to literary concepts, terminology, and theory with application to poetic, dramatic, and prose texts. This course includes some study of Spanish-language cultures. Prerequisite: SPA 310.

Special Education (SPE)

SPE 226[Δ]: Educating the Exceptional Learner **4 credits**

This writing-intensive course is a survey of the unique learning needs of exceptional students. Special focus is given to the referral process appropriate instructional modifications and accommodations for exceptional students, hot topics and trends, and IDEA law. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 330: Special Education Foundations and Framework **4 credits**

This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are also discussed. The course includes an introduction to creating a professional portfolio. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 350: Special Education Litigation and Law **4 credits**

Participants examine legal issues, recent court decisions, and current law relating to special education. Special attention is given to compliance, student and parent rights, local state and district policies and procedures, and advocacy through community organizations. No Fingerprint Clearance necessary.

SPE 351: Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID **4 credits**

The focus of this course is to provide the teacher candidate in special education with knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with ID. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE 226, and SPE 330.

SPE 356N: Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD **3 credits**

The focus of this course is to provide the special education teacher candidate with advanced knowledge of ED, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Teacher candidates will investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the behavior management plan necessary to meet the individual needs of students with ED. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329N, and SPE 325N.

SPE 357: Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals With EBD **4 credits**

The focus of this course is to provide the special education teacher candidate with knowledge of EBD, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Teacher candidates investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the behavior management plan necessary to meet the individual needs of students with EBD. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with emotional/behavioral disabilities. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE 226, and SPE 330.

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SPE 358: Characteristics of Students With Physical and Health Impairments and Strategies to Teach Individuals With PHI **4 credits**

This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Teacher candidates investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with physical and health impairments. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE 226, and SPE 330.

SPE 359: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD **4 credits**

The focus of this course is to provide teacher candidates in special education with knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of students with LD. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance, SPE 226, and SPE 330.

SPE 448NB: Student Teaching: Cross-Categorical Session B **6 credits**

This session is a continuation of Session A. Prerequisite for B: EED 480NA.

SPE 510: Strategies to Teach Individuals With Learning Disabilities **4 credits**

The focus of this course is to provide advanced knowledge of learning disabilities (LD), including the history with attention to definitions, causes, and characteristics of LD in children and adults. The cognitive processes of students with and without LD are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 512: Assessment in Special Education for Certified Special Educators **4 credits**

The focus of this course centers on various types of assessment used to diagnose students with special needs. Specific focus is placed on the validity, reliability, instrumentation, and disaggregation of assessment scores to determine instruction and placement decisions. Additional focus is on assessment of culturally and/or linguistically diverse students. Current assessment trends are discussed. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 513: Strategies to Teach Individuals With Emotional/Behavioral Disabilities **4 credits**

This course familiarizes students with historical and current trends associated with emotional and behavioral disorders (EBD). Causes, assessment, and appropriate interventions for students with EBD are discussed along with current over- and under-representation across populations. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 514: Strategies to Teach Individuals With Intellectual Disability **4 credits**

The focus of this course is to provide advanced knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated, while assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 522: Classroom Management for Students With Special Needs **4 credits**

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE 523: Special Education Program Development and Funding **4 credits**

Students demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs. Further discussion focuses on policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting.

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SPE 526: Educating Learners With Diverse Needs 4 credits

Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 527: Inclusion and Collaborative Practices 4 credits

This class emphasizes practical applications of skills and strategies needed to fulfill the roles and responsibilities of educators in meeting the needs of learners with disabilities in the general education classroom. Course content focuses on strategic instruction, behavior interventions, and the development and application of modifications and/or accommodations for diversity.

SPE 529N: Special Education Foundations and Framework 3 credits

This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are also discussed. It includes an introduction to creating a professional portfolio. Prerequisite: No Fingerprint Clearance necessary.

SPE 536: Diagnosis and Assessment in Special Education 4 credits

This capstone course in special education is designed to incorporate issues in collaboration and communication and to synthesize the special education process from assessment to delivery of instruction (i.e., evaluation, eligibility, placement, and instructional practice). Specific skill development includes assessing students with disabilities, completing special education forms, and conducting meetings and conferences with parents and school professionals. A school-based practicum provides participants with experiences in standardized testing and case studies, problem-solving meetings, cooperative team planning, and inclusion processes. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE 522.

SPE 537: Assistive Technology in Special Education 4 credits

Students become skilled at applying modifications and adaptations available through various types of assistive technology. Utilization of assistive technology across the curriculum and for a variety of purposes is discussed.

SPE 539: Educational Implications for Students With Physical and Health Impairments 4 credits

This course provides students with knowledge of physical and other health impairments with related discussions on how these disabilities impact an individual's life. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications, and adaptations. Section 504 plans are discussed. Practicum/field experience hours: 15. Prerequisite: Fingerprint Clearance.

SPE 546: Management and Strategic Instruction Practices for Students With Special Needs 4 credits

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE 548NA: Student Teaching: Cross-Categorical Session A 6 credits

Session A is the first of two 8-week sessions of the student teaching experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). Prerequisites: Fingerprint Clearance; successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessment (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

SPE 548NB: Student Teaching: Cross-Categorical Session B 6 credits

This session is a continuation of Session A. Prerequisite for B: SPE 548NA.

SPE 553: Characteristics of Intellectual Disability and Strategies to Teach Individuals With ID 4 credits

The focus of this course is to provide teacher candidates in special education with advanced knowledge of intellectual disability (ID), including the history with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life are investigated, and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ID are emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with ID in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with ID. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE 522.

SPE 557: Characteristics of Learning Disabilities and Strategies to Teach Individuals With LD 4 credits

The focus of this course is to provide teacher candidates in special education with advanced knowledge of learning disabilities (LD), including the history with attention to law and litigation, definition, causes, and characteristics of LD in children and adults. The cognitive processes of students with and without

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learning disabilities are compared, unsubstantiated explanations and false claims relating to LD are investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated. Particular attention is given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Teacher candidates teach lessons in a class for students with LD. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE 522.

SPE 558: Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals With EBD — 4 credits

The focus of this course is to provide special education teacher candidates with advanced knowledge of emotional/behavioral disabilities (EBD), including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with EBD. Teacher candidates investigate theories and models of EBD and related treatments. Assessment techniques and the factors involved in a diagnosis of EBD are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention is given to the structure and details of the behavior management plan necessary to meet the individual needs of students with EBD. Practicum /field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE 522.

SPE 573: Educational Implications for Students With Physical and Health Impairments — 4 credits

This course provides teacher candidates with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Teacher candidates investigate means to enhance the quality of life of individuals through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Practicum/field experience hours: 20. Prerequisites: Fingerprint Clearance and SPE 522.

SPE 595N: Global Issues in Special Education (Retired) — 3 credits

Participants explore special education programs and issues in countries throughout the world and establish direct communication with special educators worldwide.

SPE 807: Foundations of Special Education — 3 credits

This course provides a broad overview of the history and theories of special education. A brief overview of human development, educational standards, and instructional tools is also presented. Prerequisite: RES 811 or RES 850.

SPE 812: Special Education Law — 3 credits

This course examines special education law and regulations as a framework for the provision of appropriate educational opportunities for all students. Law as a foundation of best practice is discussed. Prerequisite: RES 850.

SPE 817: Supervision and Administration of Special Education — 3 credits

The course emphasizes analysis of the leadership practices necessary to guide construction of appropriate internal and external frameworks for K-12 educators and students. Within these boundaries, the course addresses student assessment, internal collaboration, and professional development. Prerequisite: RES 861.

SPE 822: Fiscal Management in Special Education — 3 credits

This course examines budgeting, fiscal planning, and grant writing and management in the special education setting. Leadership skills for fiscal management and fiscal integrity are addressed. Prerequisite: RES 861.

SPE 827: Perspectives in Special Education — 3 credits

This course examines the current and emerging trends and issues in special education within the K-12 setting. Topics are placed in the context of legal compliance and the provision of appropriate educational opportunities for all students. Learners connect these ideas to their research interests to continue developing components of their research prospectus. Prerequisite: RES 861.

SPE 5020: Overview of Special Education — 3 credits

This course orients teacher candidates to the field of special education. The learner is introduced to the thirteen disabilities as defined by Individuals with Disabilities Act (IDEA), Individualized Education Plan (IEP), and instructional planning for students with Exceptional Learning Needs (ELN).

SPE 5024: Characteristics and Strategies for Teaching Individuals With Autism — 3 credits

This course will review autism as a disability. Autism is becoming more prevalent in classrooms; therefore, strategies and technologies used to assist the learning process for children with autism will be the focus.

SPE 5201: Methods and Strategies for Gifted Education: Elementary Education — 3 credits

This continuing education course explores gifted education at the elementary school level. Participants will understand the nature, level, and types of giftedness in elementary age students. Practical application is emphasized.

SPE 5202: Gifted Education for Secondary Teachers — 3 credits

This continuing education course explores gifted education at the secondary school level. Participants will learn how to address differentiation between high-achieving and gifted students, consider perceptions and biases regarding gifted education, and

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apply methods and strategies within the framework of instructional planning for gifted secondary education students.

SPE 5203: Gifted Education Practicum **3 credits**

This course examines the modification of lesson plans for gifted students and the evaluation of such modifications. It also provides 30 hours of practicum experience working with gifted students, five of which are one-on-one tutoring. Pre-assessment and post-assessment analyses and observations are performed.

SPE 5220: Classroom Management for Students With Special Needs **3 credits**

This course discusses the characteristics and effective implementation of various behavior modification strategies. Positive Behavior Support (PBS) and Functional Behavioral Assessment (FBA) are discussed.

SPE 5250: Inclusion Practices **3 credits**

This course focuses on the inclusion/mainstreaming process of students with special needs in general education classrooms. Legislation pertaining to special education programs in public schools is discussed. Through lectures, case studies, and classroom observations, students examine the strategies that enable successful mainstreaming for both the exceptional child and the general education teacher.

SPE 5290: Special Education Foundation and Framework **3 credits**

This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are discussed.

SPE 5300: Collaborative Processes in Special Education **3 credits**

Emphasis of this class will be placed on practical applications of skills and strategies needed in fulfilling the roles and responsibilities of educators in meeting the needs of learners with disabilities in the general education classroom. Course content will focus on collaboration between all members of a student's education team. Collaborative models and professional roles/responsibilities will be addressed.

SPE 5350: Special Education Assessment **3 credits**

This course explores the system of assessing exceptional children, focusing on the evaluation of a child's abilities, strengths, and needs. Common assessment tools used in public school special education programs are examined, with an emphasis on the legislation and diagnostic procedures involved. Test construction and score interpretation techniques are discussed, and general instructional practices and behavioral recommendations are addressed.

SPE 5400: Special Education Litigation and Law **3 credits**

This course introduces students to the legal issues in special education. The evolution of special education Laws, including a close examination of IDEA and its impact on stakeholders, will be examined. Simulations of special education law violations will be investigated to give the student opportunities to apply knowledge of special education law to real life situations.

SPE 5530: Characteristics and Strategies for Mild to Moderate Intellectual Disabilities **3 credits**

The focus of this course is to provide teachers in special education with additional knowledge of Intellectual Disabilities (ID) with attention to law and litigation, definition, causes, and characteristics of ID in children and adults. The impact of ID on the lives of individuals and necessary support systems for quality of life is investigated.

SPE 5570: Characteristics and Strategies for Mild to Moderate Learning Disabilities **3 credits**

This course provides knowledge of learning disabilities (LD), including law, definition, causes, and characteristics of LD in children and adults. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated.

SPE 5575: Characteristics and Strategies for Severe and Profound Disabilities **3 credits**

This course is designed to provide participants with an overview of the current research, strategies, and methodologies for students with severe and profound disabilities.

SPE 5580: Characteristics and Strategies for Mild to Moderate Emotional Disabilities **3 credits**

This course provides knowledge of emotional disabilities (ED), including the history with attention to law and litigation, definition, etiology, types and characteristics of students with ED. Assessment techniques and specific individual and group behavior management models, programs, strategies and interventions for elementary and secondary students with ED in special and regular education classes are investigated.

SPE 5730: Characteristics and Strategies for Mild to Moderate Physical Impairments **3 credits**

This course provides teachers with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs.

SPE 5900: Assistive Technology **3 credits**

This course provides teachers with knowledge of assistive technology in relation to special education. This course focuses on the legal history, the purpose, and types of assistive technology.

Systems Management (SYM)

SYM 301: Principles of Information Systems (Retired) **3 credits**

This introductory course covers the fundamental principles of information systems; integrates topics of management, organization, information, technology, and the systems approach;

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and emphasizes the planning, design, and implementation of information systems to aid decision-making.

SYM 302: Database and Decision Support Systems (Retired) 3 credits

This in-depth examination of database systems and the various computer-based support systems that are used to aid decision-making examines database systems, decision support systems, expert systems, and group decision support systems. Emphasis is on appropriate application and implementation. Quantitative and qualitative decision-making models and tools will be covered. Prerequisite: SYM 301.

SYM 304: Designing Business Web Pages 3 credits

Student will learn to design and evaluate web pages for business applications. Considerations regarding internal organization and external user needs are discussed, along with evaluations of existing Internet Web sites. Types of available software applications are also considered. This is a hands-on course where students will be required to design simple sites on an individual basis and interconnected sites on a teaming basis. Prerequisite: SYM 301.

SYM 306: Data Communications and Networking (Retired) 3 credits

This course focuses on the concepts, architectures, components, protocols, and standards for message movement within information networks. Involves extensive use of the network design process to develop detailed understanding regarding the integration of business and information technology perspectives. Prerequisite: SYM 301.

SYM 400: Introduction to Database Structures 4 credits

This course examines the design, development, implementation, and maintenance of relational database structures, including coverage of contemporary programming languages, processes, and database algorithms. Emphasis is on appropriate application and implementation. Prerequisite: BIT 200.

SYM 405: Business Programming 4 credits

This course focuses on the analysis of business problems to design and implement the software component of an information system. Emphasis is placed on structured design and programming. This course includes an introduction to visual programming languages. Prerequisite: BIT 200.

SYM 506: Applied Business Probability and Statistics 4 credits

The purpose of this course is to prepare students in mathematical, probability, and statistical concepts for their upcoming studies in quantitative methods. The course is intended for those students who have not had any prior statistical education, although students who have had statistics should also consider taking the course as a refresher.

SYM 603: Information Systems (Retired) 3 credits

Students examine managerial issues associated with the application of information systems in business settings. Beginning with an analysis of the broad meaning and nature of information and systems, the focus narrows specifically to computer technologies, configurations, and applications as tools to benefit business environments and then expands to the Internet and World Wide Web as they apply to strategic global enterprise systems.

SYM 633: Fundamentals of Six Sigma (Retired) 3 credits

This course provides students with an overview of the history of quality programs, the six sigma methodology (commonly known as DMAIC), and introductory process measurement and improvement tools including process mapping, data collection, Pareto analysis, and identifying root cause. Successful completion of the course results in initial progress towards Six Sigma Green Belt certification.

SYM 635: Applied Six Sigma (Retired) 3 credits

This course covers advanced problem solving using the Six Sigma methodologies. The course provides instruction on the first three phases of the DMAIC methodology using an applied project, including advanced statistical analysis methods, design of experiments, and presentation of project findings. Successful completion of the course is designed to result in fulfilling the requirements for Six Sigma Black Belt certification. Prerequisite: SYM 634.

SYM 653: Business Programming Management (Retired) 3 credits

This course will focus on the analysis of business problems and information management issues to design and implement the software component of an organizational information system. Emphasis is placed on structured design and programming that includes an introduction and examination of visual programming languages.

SYM 654: Database Management Systems 3 credits

This course is an examination of managerial issues associated with managing and securing data and information within an organization. Topics emphasized include database system types, decision support systems and framing, database administration, and database applications.

SYM 655: Data Communications and Network Management 3 credits

This course is an examination of managerial issues associated with the movement of information within an organizational network. Topics emphasized include architectures, protocols, policies, security management, and network management organization.

Teacher Leadership (TCH)

TCH 517: The Engaged Mind 4 credits

To better understand thinking, an educator must research current knowledge of the human mind and learn to assess a student's ability to think. This course addresses all five core propositions of the National Board for Professional Teaching Standards (NBPTS).

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TCH 518: Collegial Coaching **4 credits**

This course examines collegial coaching as a staff development model used to increase student learning, facilitate discussions among colleagues, and build trusting relationships among teachers. Students reflect on current practices or expand, refine, and build new skills by utilizing peer coaching. Students explore the interactive process of coaching between teaching professionals to share successful practices, problem-solve, and reduce isolation among teachers. Special emphasis is placed upon peer mentoring and the support of new teachers in their practice.

TCH 524: Current Classroom Methods and Strategies **4 credits**

A growing body of research shows that teacher effectiveness is the single most important school-based influence on student achievement. Today's educator responds to complex and diverse needs of students in each classroom. This course provides the foundations for instructional design along with the tools for instructional planning. The alignment of curriculum standards to instruction and assessment is a major focus. Upon completion of this course, students have established a wide repertoire of methods and strategies that are research-based and easily modified to today's complex classroom.

TCH 525: Introduction to PLC **4 credits**

This course examines the research, rationale, and realities associated with the movement toward professional learning communities in schools. Students explore the history of professional learning communities, the research upon which they are based, the characteristics that differentiate them from other collaborative models, and their relationship to a variety of school reform initiatives. Special emphasis is placed upon what can be learned from previous implementations of the professional learning communities' framework and how future models may be developed that are more meaningful and effective.

TCH 526: Teaching, Learning, and Collaborative Structures in a Professional Learning Community **4 credits**

This course examines the shift in emphasis from teaching to learning and the role of the teacher as designer and facilitator in professional learning communities. Students explore the impact of shared instructional leadership and the importance of collaboration and teamwork.

TCH 531: Instructional Leadership **4 credits**

Students acquire a repertoire of skills that enable them to function comfortably and effectively in a changing learning environment. The course provides teachers with an understanding of the complexity of being a leader in times of change. Students develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

TCH 535: Legal Issues in Education **4 credits**

Teachers need to recognize potential legal issues, make informed judgments and decisions, and seek administrative and legal counsel, when necessary. This course provides teachers with a basic understanding of the legal principles directing the American school system, along with the legal case origins determining current classroom guidelines.

TCH 536: Classroom Engagement and Management **4 credits**

This course is designed to allow the prospective teacher the opportunity to learn techniques involved in the successful engagement and management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior, as well as engagement and management techniques and strategies to maximize instructional time, classroom procedures, and physical space. Also EDU 536.

TCH 547: Data-Informed Decision Making for School Improvement **4 credits**

This course provides participants with a wide range of strategies to facilitate the process of school improvement through evidence-based inquiry. Students utilize systematic processes to describe the existing environment and areas of weaknesses in order to facilitate and promote continuous and sustainable school improvement through innovation and change.

TCH 587: Educational Action Research **4 credits**

This course is designed to provide the theoretical foundation and framework of action research. Special emphasis is placed on an examination of the basic principles of qualitative research methodologies, which lead to the design and implementation of a peer-supported action research project.

Technical Credits (TEC)

TEC 511: Technology Foundations in Education **4 credits**

This course introduces learners to NETS standards for students and teachers; digital citizenship and responsibility; legal and ethical use guidelines; and transitioning instruction to integrate technology. This course also addresses portfolio use professionally and with students. Technology dispositions, expectations, and guidelines are emphasized for being a 21st century educator.

TEC 537: Strategies and Integration of Productivity Software **4 credits**

Emphasis of this class is placed on the sophisticated integration of software into teaching. Subjects include utilizing advanced word processing and database applications in the classroom, publishing software as teaching tools for interactive learning, and using Web freeware as a viable alternative in schools. This course encompasses the development of a final project that incorporates different technology uses.

TEC 538: Learning in the Digital Age **4 credits**

The focus of this course is to provide learners with instructional strategies using theories of brain compatible learning, multiple intelligences, emotional IQ, personality profiles to match learning styles and basic exploration of how to integrate instruction and curriculum with these theories, and the use of current technologies.

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TEC 539: Digital Media in Education **4 credits**

In this course, students examine steps for planning, creating, and managing digital stories and presentations using software and tools for a variety of platforms. Attention is given to the use of digital Web software, use of media forms, and slideshows for instruction. Student activities tied to academic content standards and legal and ethical issues of displaying information on the Web are addressed.

TEC 542: Development and Design of Media in Educational Settings **4 credits**

Course participants apply an understanding of design principles in visual communication theory. They incorporate multiple intelligences and constructivist theories into an interactive environment. Attention is given to manipulation of images, social networking, podcasting, the use of digital cameras in the classroom, and integrating Web and print design into instruction.

TEC 546: Assessment and Technology **4 credits**

Participants explore various technology-based assessment tools used for formative and summative assessments. Students use tools to make data-driven decisions to drive curriculum and differentiate instruction. The content of this course includes use of digital media for progress monitoring or as assessment tools and creating and using alternative assessments.

TEC 551: Multimedia Instructional Strategies **4 credits**

This course focuses on the effective use of multimedia in classroom instruction. Participants learn to select and evaluate appropriate multimedia resources, and correlate instruction to multimedia resources. This course addresses curriculum mapping and using backward design to unwrap the NETS standards.

TEC 571: Distance Learning in Education **4 credits**

The purpose of this course is to expand students' knowledge of lesson preparation and activities, as well as basic curriculum development and design principles, for distance education. The course explores distance education including history, theories, and practical applications. A variety of online facilitation techniques are explored in this course.

TEC 591: Internship **4 credits**

This supervised internship encourages a cooperative arrangement among the key stakeholders. Upon completion, the candidate possesses an understanding of the complexity of being a leader in school and classroom technology use and training, ranging from development of a vision for technology support to demonstrating practical skills, such as writing a grant, researching funding sources, developing a series of training sessions, and ensuring smooth day-to-day technology integration in teaching. Defense of the final learning project is required.

TEC 5245: Technology Integration in K-12 Curriculum **3 credits**

This course will focus on curriculum designs that include contemporary tools and resources to maximize student learning, inspire creativity, and foster innovation. This course explores methods to engage learners by using digital tools to explore real world issues and solve authentic problems. The use of tools such as social networking, presentation software, multimedia social spaces, blogs, and web feeds to advance student learning will also be addressed.

Theater and Drama (TRE)

TRE 125: Introduction to the Theatre **4 credits**

This course introduces the study of theatre history, dramatic structure, dramatic literature, period styles, production elements, design aspects, and a chronological survey of plays. It includes the study of theory of theatre and drama as well as appreciation and analysis of live theatrical performance.

TRE 130: Stagecraft **4 credits**

This course is the study of set and prop construction. Practical application of construction techniques is gained through theatre productions.

TRE 145: Acting I **4 credits**

This course identifies principles of pantomime and dramatic action designed to establish the proper relationship of the voice to the body and its functions in the interpretation of character. It is designed to help develop physical presence and facility in the actor, vocalist, teacher, athlete, and other persons involved in public performance.

TRE 245: Fundamentals of Theatrical Design **4 credits**

This course is a detailed study of the art and craft of designing and executing stage make-up. Topics include two-dimensional, three-dimensional, and special effects make-up. Students may also design and supervise make-up for Grand Canyon University Theatre productions. This course includes a comprehensive study of the major periods of costume history and the process of designing costumes for the theatre.

TRE 253: Acting II **4 credits**

This is an advanced acting course emphasizing scene study and textual analysis, allowing students to concentrate on the method and technique of building a character. Prerequisite: TRE 145.

TRE 315: Technology for Theatre Educators **3 credits**

Students study and utilize a variety of theatre technologies such as computer software, hardware, networking, multimedia, interactive media, and the Internet in order to foster inquiry, collaboration, and interaction in the classroom in order to meet the needs of a diverse student population.

TRE 325[Δ]: Theatre History I: Greek to Restoration **4 credits**

This writing-intensive course is an in-depth study of the history and development of theatre from early Greece to the English Restoration.

TRE 327: Theatre Pedagogy **2 credits**

This course educates the student in methods of teaching theatre in elementary school, secondary school, community college, and the

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university. It encompasses the basic objectives of theatre education and the components of excellence in teaching and art. Practicum hours: 10.

TRE 330[Δ]: Theatre History II: 18th Century to Present **4 credits**

This writing-intensive course is an in-depth study of the history and development of theatre from 18th century through modern times.

TRE 335: Dramatic Literature I **4 credits**

This course is a comprehensive study of the major periods and forms of dramatic literature dating from early Greece to the Restoration.

TRE 337: Theatre Methods and Assessment in the Elementary School **4 credits**

This course is a study and demonstration of methods and materials for the first six grades. Students make a study of activities implemented with each grade level, prepare lesson plans, and visit classrooms to observe teaching situations. Practicum hours: 30.

TRE 339: Dramatic Literature II **4 credits**

This course is a comprehensive study of the major periods and forms of dramatic literature dating from the Restoration to the present.

TRE 347: Theatre Methods and Assessment in the Secondary School **4 credits**

This course is a study of methods for developing and conducting the theatre program in junior and senior high schools. Methods, materials, topics, and issues in theatre education are used to prepare theatre education majors to enter the teaching profession. Practicum hours: 30.

TRE 421: Foundations of Theatre and Culture for Diverse Learners **4 credits**

Students study the historical, philosophical, and sociological influences that have shaped theatre and theatre education and the issues faced by educators today, as well as the challenges of the future that await persons now entering the teaching profession. The course also examines the unique learning needs of exceptional students. Emphasis is placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws, and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the theatre classroom. Practicum hours: 15. Prerequisite: Fingerprint Clearance.

TRE 439: Stage Direction **4 credits**

This course is a study of theories and techniques of interpreting and directing plays through lectures and demonstrations. Students are required to participate in laboratory projects in directing one-acts or scenes from full-length plays.

TRE 475: Stage Lighting and Design **4 credits**

This course concerns the art of designing lighting and scenery for the theatre. Students will actively participate in designing Grand Canyon University Theatre productions and classroom projects. Prerequisite: TRE 130.

TRE 480A: Student Teaching: Elementary Theatre **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, and professional preparation, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites for A: Successful completion of all courses in POS and content area; senior status; a 3.0 GPA; successful completion of state mandated basic skills and content area exams or *Praxis I*® (Basic Skills) and *Praxis II*® (Content Area); Arizona residents will be required to take the Arizona Educator Proficiency Assessments. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

TRE 480B: Student Teaching: Secondary Theatre **6 credits**

Teacher candidates are required to fulfill an 8-week internship experience in a classroom with a certified, experienced teacher. The semester includes the opportunity to improve skills in classroom management, assessment, professional preparation, and curriculum development, and to utilize applicable content standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards within the classroom. Prerequisites: Successful completion of all courses in POS and content area; senior status; a 2.8 GPA; successful completion of state mandated basic skills and content area exams or *Praxis I*® (Basic Skills) and *Praxis II*® (Content Area); and approval and placement by Office of Field Experience. Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPA). All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.

Teaching English to Speakers of Other Languages (TSL)

TSL 531: Foundations of Instruction for English Language Learners **4 credits**

This course provides the historical, sociological, political, and legal foundations of instructional programs for English language learners in the United States. This framework serves as a basis for understanding, comparing, and evaluating current language models and prototypes. This course also introduces students to primary theories of language learning and current methodologies and practices.

TSL 534: Methods of Teaching English and Grammar to Speakers of Other Languages **4 credits**

In this course, students are instructed in immersion strategies, English language development strategies, and numerous research-

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based methodologies in current practice. Students examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they also develop, practice, and assess language lessons that align with state and national standards for teaching English language learners.

TSL 536: English Linguistics **4 credits**

This course familiarizes students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics, and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems are used.

TSL 537: Teaching a Second Language in the Content Areas **4 credits**

The purpose of this course is to equip students with an awareness and sensitivity to the complexity and content-specific nature of language in curricular areas such as science, mathematics, and social studies. Students examine ways to integrate second language acquisition research (implications for teaching of comprehension, reading, and writing); literacy; and content area instruction in elementary, middle school, and high school settings. Students create content-based language lessons that address a variety of learner proficiencies and cultural experiences.

TSL 540: Curriculum Development and Assessment **4 credits**

Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare Sheltered Immersion Observation Protocol (SIOP) and Understanding by Design (UbD). They also fully examine assessment for the purposes of identification, placement, and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.

TSL 545: Teaching in a Pluralistic Society **4 credits**

To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history, as well as understanding cultural and individual differences in teaching and learning.

TSL 546: Language and Reading Acquisition Theories and Research **4 credits**

The focus of the course is to prepare classroom teachers to critically read published research on the current, central issues in the study of child language acquisition and the teaching of reading to speakers of other languages; to integrate those findings with personal experience in order to make reflective instructional decisions; and to participate in pedagogical research and theory building. Using the knowledge acquired during the course, students develop a study team to improve instructional practices based on research findings. The study team implements strategies and provides feedback and data on the application of the research findings.

TSL 560: TESOL Practicum **4 credits**

TESOL students have direct participation and experience with English language learners—whether children or adults—at their chosen level of instruction. In a supervised classroom, they practice teaching and management skills; conduct assessments; and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community.

University Studies (UNV)

UNV 100: Developmental Writing Skills **4 credits**

This course is for students who need to improve their foundational English writing skills and strategies. The class reviews fundamentals such as grammar, punctuation, sentence structure, and effective paragraph development. It also focuses on the basics of prewriting and revision strategies, style, and development. Students begin with simple writing tasks, but progressively increase to more complex multiparagraph essay assignments in preparation for academic writing at the college level.

UNV 103: University Success **4 credits**

This course is designed to provide students opportunities to develop and strengthen skills necessary to enhance the undergraduate experience. It provides positive reinforcement of successful learning strategies and assistance with adaptation to the GCU academic environment.

UNV 104: 21st Century Skills: Communication and Information Literacy **4 credits**

This course provides an introduction to information and communication literacy. Students examine available resources and research methods that help them understand how to use library and Internet resources. Topics include how to formulate a research strategy, develop search skills, and evaluate sources. Students build effective communication skills, develop learning strategies, and improve writing skills.

UNV 108: University Success in the College of Education **4 credits**

This course is designed to provide education students opportunities to develop and strengthen skills necessary to enhance their undergraduate experience. It provides positive reinforcement of successful learning strategies, assistance with adaption to the GCU academic environment, and the foundation for success in the education area of study.

UNV 150: Origins of Western Consciousness and Community **4 credits**

This is a survey course focusing on the origins of Western thought from an interdisciplinary perspective. Students cover topics

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related to myth, logic, rhetoric, symbol, aesthetics, politics, citizenship, ethics, and the philosophy of the good life.

UNV 200: History of Ideas **4 credits**

This course is an introduction to the history of Western ideas and aesthetics—from the age of Classicism, through Christianity, the Renaissance, the Reformation, the Enlightenment, Romanticism, Modernism, and Globalism—designed to provide students with a better understanding of how modern Western worldviews are informed by historical human thought and events. These views are further examined in light of the aesthetics of their ages, especially through literature, visual art, architecture, and music that reflect the thoughts and feelings of the movements.

UNV 300: Study Abroad **1–16 credits**

On demand. This program enables students to be enrolled at Grand Canyon University while undertaking studies in another country or with CCCU. Credits for this program vary depending on the number of credits involved and the chosen course of study. Prerequisite: Approval of Director of Center for International Education or appropriate college dean.

UNV 303: University Success **4 credits**

This course is designed to address four major areas of a student's development: life management skills, academic skills, campus and community awareness, and personal and spiritual growth. This course is designed to provide opportunities to develop and strengthen skills necessary to enhance the college experience. Topics include the values of higher education, programming the mind for success, building interpersonal relationships, making the grade, decoding the professors, finance and time management, degree and campus planning, effective communication, confidence and leadership, health and fitness, stress management, keeping faith, and others.

UNV 315: Introduction to Interdisciplinary Studies **4 credits**

This course introduces concepts and methods of interdisciplinary study and critical analysis of contemporary vocational and cultural trends.

UNV 350: Applied Interdisciplinary Studies **4 credits**

This is an online course where students gain practical knowledge and apply interdisciplinary coursework as it applies to real world settings. This capstone project is required. Prerequisites: UNV 315, SOC 369, INT 454.

UNV 501: Introduction to Graduate Studies in the College of Education **2 credits**

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Education. Emphasis is placed on utilizing the tools for graduate success. No practicum/field experience required. No Fingerprint Clearance necessary.

UNV 502: Introduction to Graduate Studies in the Health Sciences **2 credits**

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the health sciences. Emphasis is placed on utilizing the tools for graduate success.

UNV 503: Introduction to Graduate Studies in the Liberal Arts **2 credits**

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the liberal arts. Emphasis is placed on utilizing the tools for graduate success.

UNV 504: Introduction to Graduate Studies in the Ken Blanchard College of Business **2 credits**

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the Ken Blanchard College of Business. Emphasis is placed on utilizing the tools for graduate success.

UNV 505: Introduction to Graduate Studies in Ministry and Theology **2 credits**

This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in ministry and theology. Emphasis is placed on utilizing the tools for graduate success.

Creative Arts in Worship (WOR)

WOR 302: Personal Worship Planning **3 credits**

This course focuses on the development of private devotional worship and its necessity as a base for leading public corporate worship. Prerequisite: WOR 201.

WOR 303: Planning Corporate Worship (Retired) **3 credits**

This course examines how worship brings the congregation into God’s presence through various elements of expression. This seminar style course combines lecture, discussion, worship experience, student-led worship, and process-oriented peer-review. Prerequisite: WOR 201.

WOR 401: Worship Leading Seminar **3 credits**

This course focuses on developing the leadership skills of those responsible for guiding corporate worship. Prerequisite: WOR 201.

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WOR 475: Issues in Contemporary Worship Ministry **3 credits**

Examining current movements, trends, leaders, and perspectives affecting worship and worship styles in the United States and around the world is imperative to becoming an effective worship leader. Topics will include efforts being made in the local church, regional church, and national ministries to establish unique worship programs. Contemporary worship and classical worship styles will be discussed and defined. Particular attention will be given to understanding worship through the eyes of the audience as well as the leader.

Youth Ministry (YMN)

YMN 305: Philosophy and Theology of Youth Ministry **4 credits**

This course explores the biblical, educational, theological, and philosophical foundations of youth ministry. Students assess their personal gifts and personalities in relation to ministry.

YMN 350: Leadership and Administration in Youth Ministry **4 credits**

This course is an intensive examination of the philosophy and principles for youth ministry programming, including ministry purpose and goals, leadership development, teaching strategies, outreach strategies, budgeting, and evaluation. Prerequisite: YMN 305.

YMN 355: Adolescent Development and Faith Formation **4 credits**

This course examines the developmental life stage of adolescence and the formation of faith. An emphasis is placed on the adolescent's family in its cultural setting and the developmental and spiritual needs of family members. Prerequisite: YMN 305.

YMN 450: Adolescent Culture and Evangelism **4 credits**

This course focuses on sociological understanding of adolescent culture and the social problems confronting youth. By focusing on the process of contextualization, this course challenges students to assess, develop, and change paradigms in order to minister to adolescents in and out of a Christian environment. Prerequisite: YMN 305.

YMN 455: Adolescent Issues and Intervention **4 credits**

This course examines skills and practices of ministry to adolescents at risk. Students explore a philosophy of counseling from a practical theology and biblical perspective. The course addresses counseling issues and problems that grow out of the developmental process, disorders that begin during or are unique to adolescence, as well as intervention, prevention and referral strategies. The course serves as "counseling first aid" where students will learn basic helping skills. This course does not qualify students to be clinical or pastoral counselors. Prerequisite: YMN 305.

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